慶應義塾大英語を受講する皆さんへ

大学別の対策集の冒頭に，こういう宣言をするのは，どうかなとも思いますが，あくまで傾向や対策は，傾向と対策にすぎません。すなわち，傾向と対策を知れば受かるのではなく，最短の道がわかる，少しでも点数を高く取るためのものです。

やはり，慶應義塾大の合格に必要なのは，解き方や読み方といったテクニカルなことではなく，しっかりした英語力，どんな問題にもぶれない英語力なんです。そこはどうしても，誤魔化したくなかったので，授業では，徹底してそこを追求させてもらいます。合格するのに必要なのは，必殺ルールのような小見出しではなくて，**徹底した語彙力**と**音読により培った英文処理のスピード**，そして**一見何のつながりも見えない英文のつながりを見抜く論理力**なんです。

また，従来の対策集では，体系化されていない大問1問載せているだけでしたが，あえて**捨て問は外して**，正解しなければいけない問題・正解すべき問題に厳選して，**体系化して効率性を重視**しました。慶應義塾大の入試問題は，満点を取る必要はありません。どこの学部だろうと，７割取れば受かるのであって，合格するには，それを３科目満たせばよいのです。

授業を受動的に聞くだけでは，自分で問題を解ける力はつきません。授業を聞くことで，自分には見えないつながりが見えてきたとき，今までにはない英語の世界に触れたとき，一種の感動を覚えるでしょう。けれども，**真に感動すべきは，授業を聞いての感動ではなく，自分でできたときの感動**なんです。必ず予習して，授業を受け終わったあとの**復習を何より重視**してください。新出の単語・文法事項を覚える・文章を 10 回音読するといった地道な作業を 10 回続けてみてください。**復習テストをすべて突破して**，10 講分やり終えたあとには，必ずや慶應義塾大の合格に近づいている自分が実感できるはずです。

肘井　学

テキストの特徴

授業を聞くだけでは，自分で実際の問題を解ける本物の力はつかないので，皆さんの復習を前提とした構成となっています。

それを手助けするために，読解の解答のあとに**重要語彙リスト**をつけています。ここから**直接復習テストに出ます**ので，すべて必ず覚えてください。**単語力はすべての英語力の源**です。

さらに，授業後の復習に音読するための白文を読解の解答の最後につけていますので，必ず授業後に，①全文構文把握⇒②単語暗記⇒③本文 10 回音読の復習を欠かさずやってください。

次に，英文法の分野はただ板書しただけだと，何を覚えてよいかわからないので，**Input Sheet を解答の各講の最後に掲載**して，**何をどのように覚えたらよいかを明らかに**しました。右を隠して，答えを出せるように何度も繰り返してください。

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第0講　予習復習方法

一　予習について

＊授業で扱う文は，解法や読み方を学ぶためだけのものではなくて，そこに出てきた単語・熟語・構文すべてを学び取るもの。その文章で出てきた単語・熟語・構文は，必ず次の文にも出てくるものです !!

① 問題を解く（**長文は 1 問 30 分**と時間を決めて解く）
② 全文構文を把握しながら，意味をとっていく
③ わからない単語の意味を辞書で調べて，テキストに書き込む。授業は単語の意味合わせではないので，このことだけはしっかり予習段階でやってくるようにお願いします。
④ 前置詞の作るかたまりを特定する
⑤ 接続詞のつないでいるものを特定する（and, but, or）
⑥ 代名詞・指示語が何を指すか特定する（it, they, them, this）
⑦ 関係詞節の範囲を特定する
⑧ 不定詞の三用法を特定する
⑨ 分詞の名詞修飾を特定する

④〜⑨は，授業内で毎回指摘するので，予習時にやっておいて，授業で自分の精度の確認をしてください。

二　講義について

① 板書を急いで取ること。ぼくが黒板に書き始めた途端に，急いでノートを取ってください。役に立たない内容は，板書しないので，これ見ているだけでよいよといった板書以外は，しっかりノートに取ってください。書いて覚えるというメリットもあります。全訳はしないこと，解答にすべてあります。わからない部分だけの書き込みにすること。**板書の書き出しに，ぼくと板書が重なって見えないときは，書き終えたら必ず見えるアングルに移動しますので，あわてずに，見えるようになってから板書をスタートしてください**。板書が書ききれない場合は，動画を一度止める・巻き戻すなどして，書き取ってください。これも映像授業のメリットです。

② 授業中眠くなるときがあるのは，ぼくもいたいほどわかります。ただし，こらえること。講義動画は，30 分前後で一本にあえて区切ってあります。

三　復習について

＜文法編＞

授業では徹底して頭を使って，理解することに重点を置きました。復習では，**頭を使いながら，やはり繰り返すこと**が重要です。解答の最後の，Input Sheet に，何を覚えるかを明らかにしてありますので，板書とそちらを見ながら，何度も繰り返して，知識を定着させてください。

＜読解編＞

毎年毎年，奇跡的な合格を果たしている生徒たちに伝授している秘伝です。何千人も生徒を教えてきて，これ以上に，成績を上げる方法は，いまだ思いつきません。といっても，急に奇跡が起こるようなそんなおいしい話なんてなくて，ぼくが練りに練り上げたその方法は，毎日毎日，ひたすら地道な作業を繰り返していくだけです。**一つの文章に対する密度を上げる**，それが遠回りに見えて，最も合格に近い道であることは，今までのぼくの生徒たちが証明してくれています。

復習その一　本文全体の構文把握

授業中に入れたスラッシュや括弧を利用して，全訳と照らし合わせて，SV はどれか，どこからどこまでが一つの意味のかたまりで，どこがどこに修飾しているかを確認して，意味を取っていく。

復習その二　知らない単語を，すべて覚える

解答の各講の最後にある重要語彙リストを利用して，

① **日本語とセットで**，英語 / 日本語の順に，3 回**書いて覚える**

② **日本語とセットで**，英語 / 日本語の順に，10 回**唱えて覚える**

⇒ 2，3 回繰り返しただけで，覚えられない，暗記が苦手と嘆かないこと！　暗記に必要なのは，繰り返すこと，英語のできる子たちは，人より多く繰り返しているだけです !!

復習その三　文章を 10 回（長い文章は 5 回）音読する

音読の具体的な方法論と効果を説明します。

① 解答の各講の後ろにある音読用英文で，一回読むごとに右上の数字に一つ斜線を入れていく。

② 次に，自分なりの発音でよいから，一文目を発声する（自習室では，自分だけに聞こえる程度の声で）。

（参考）He could not explain the reason for his instinctive avoidance of them.

（ヒークゥドノットイクスプレインザリーズン・フォーヒズインスティンクティヴアヴォイダンスオヴゼム）

③ 次に，構文を追いながら，意味を頭で考える。

（参考）彼は，彼が本能で彼らを避ける理由を説明できなかった。

④ この手順で，最後まで読む。数字の①に斜線を入れて，10 回繰り返す。

効果としては，まず**単語を生きた状態で学べる**。単語一つを覚えるのも重要ですが，それだけだと死んだ単語。文章中で出てきても，意味が思い出せない，何だか意味が取れないと思ったことありますよね。

次に，**正確な構文力がつく**。構文の処理を 10 回も繰り返せば嫌でも得意になります。

最後に，実はこの方法論こそが，皆さんが求める速読への最大の近道なんです !!　一回目に読んだときの大変さ，遅さ，それは単語の記憶があいまいなせいで，構文を取るのが遅くて不正確なせいで，読むのが遅いんです !!

10 回目に読んだときのスピードと比較してみてください。10 回目はなんと早く読めることでしょうか。単語の意味が正確に出てきて，構文をすばやく取れる，それが速読の真の正体なんです !!　英語を英語のまま理解できるという状態に達するのは，音読で徹底して繰り返したときに起きる現象なんです。

単語個の力と，文章の中で覚えた生きた単語力，その相乗効果こそが，最高に英語が得意になる秘訣なんです !!

あとは，これを一日一文，一週間で 5 文やってみてください。早い人で 3 カ月で見違えるような効果が生まれてきます。ぼくの英語の授業を完成させるかどうかは，皆さんの復習次第です。

四　復習テストについて

この授業の趣旨を理解していただいた皆さんは，いかに復習が大切で，復習こそが英語力を高める最大の近道であるかに気づいていただいたはずです。**授業を終えたあとこそ一番大事**，椅子に座って話を聞いて満足するだけじゃなく，そのあとに自ら能動的に動くこと＝復習することが一番大切なんです。ところが，人間一人ではなかなか，気持ちを持ち続けることが難しいために，その復習をぼくたちが徹底してサポートして，二人三脚でこの最も大事な復習を続けていきます。

そのために，次の授業の前に，**前回のチェックテスト**を実施してください。文法編は，授業で扱った内容をほかの大学での入試問題で確認していきます。読解編は，授業で指摘したポイントの確認，解答の最後にある重要語彙リストからの出題で，しっかり音読と語彙の定着がなされているかをチェックしていきます。いずれも，前回やった内容からの出題なので，満点で先に進んでください。

すべては，第一志望校に受かるため，英語力をつけるための最短の道と理解して，必死で臨んでください。

第１講　　連立完成問題演習

次の二つ，または三つの英文の空欄に，共通する一語を埋めなさい。

１．

(ア) I cannot make (　　　　　) or tail of what he is saying.

(イ) Instead of going to the beach, we will (　　　　　) for the mountains.

２．

(ア) As an adult, you must (　　　) up to your responsibilities.

(イ) He remained calm in the (　　　　　) of such danger.

(ウ) When the politician was arrested, his (　　　) was all over the newspapers.

３．

(ア) If you are unsure of the cause of your (　　　　　) pain, you should seek medical attention.

(イ) Developing and industrialized nations could not decide on who should (　　　　　) responsibility for cutting greenhouse gas emissions.

(ウ) (　　　　　　　　) your bag and have your hands free before you start climbing.

４．

(ア) He turned his (　　　) on a promising career in medicine to study art.

(イ) Debate went (　　　　) and forth over the issue of the consumption tax.

今日のポイント

NOTE

5．

(ア) New companies are having difficulty raising (　　　　　　).

(イ) In many places, the (　　　　　) city is not the largest one of that country.

(ウ) When chatting, don't write everything in (　　　　　) letters.

6．

(ア) Her essays (　　　　) nothing to be desired. She is definitely one of the most successful writers in this century.

(イ) Don't (　　　　　　) the water running. It is important not to waste water.

(ウ) He took (　　　　) for four months after working very hard for six months.

7．

(ア) Payment is (　　　) within 30 days.

(イ) (　　) to the rain, the match was cancelled.

(ウ) The train is (　　) to arrive at 10:30.

8．

(ア) The President is due to (　　　　　　　) a meeting of foreign ministers at the conference room shortly.

(イ) At the beginning of the 21st century, we must (　　　　) ourselves to the problem of global warming.

(ウ) In order to get your test results, print your name and (　　　　) on a large-size envelope and send it to us.

NOTE

９.

㈠ We need time to (　　　　　) on our successes and failures in the past.

㈡ Rough surfaces scatter light while smooth surfaces (　　　　) it.

10.

㈠ I called her, but the (　　) was busy.

㈡ What (　　) of work are you in?

㈢ He decided to take a strong (　　) over that matter.

11.

㈠ The chemistry class (　　　　　)d the teacher doing the experiment.

㈡ "He is a fine young man," (　　　　　)d Stephen.

㈢ When you go to a foreign country, it is smart to (　　　　　) their customs.

12.

㈠ His irresponsible behavior necessarily forced us to (　　　　) doubt on his way of thinking.

㈡ The musical The Lion King will be performed in Tokyo by the original Broadway (　　　　).

13.

㈠ There is a very (　　　　) line between what is right and what is wrong.

㈡ They charged me a heavy (　　　　　) of 2,000 dollars for breaking the speed limit.

NOTE

14.

(ア) The air turned cool, (　　　　　) the sun had set.

(イ) At his daughter's wedding, the father was at (　　　　　) happy and sad.

15.

(ア) He was the outstanding political (　　　　　) of his time.

(イ) I could hear them talking but I couldn't (　　　　　) out what they were saying.

16.

(ア) The interview is scheduled to (　　　　　) Sunday evening.

(イ) Formerly he built castles in the (　　　　　) about having a big house.

(ウ) She put on (　　　　　)s with her learning, and so she was not popular.

17.

(ア) After the conference, the leader stated that we could now go (　　　　　) as a united party.

(イ) I asked my mother to (　　　　　) all my mail, but she didn't.

18.

(ア) The President (　　　　　)es his new responsibilities in January.

(イ) He began to (　　　　　) a rude attitude.

(ウ) We can safely (　　　　　) that the results are satisfactory.

19.

(ア) He is shy and quiet (　　　　　).

(イ) Some Europeans like Chinese (　　　　　)s.

(ウ) He played the main (　　　　　) in this movie.

20.

(ア) He didn't (　　　　　) to her demand.

(イ) People were surprised that the land (　　　　　)ed a good wheat crop.

(ウ) His uncle (　　　　　)ed his property to me.

NOTE

大学別対策講座　慶應義塾大英語　復習テスト　第一回

次の英文の空欄に共通して入る英単語を答えなさい。

1.

(ア) I asked my friend to (　　　　　) her last e-mail to my new e-mail address.

(イ) We should not move (　　　　　) unless we are sure of our next step.

2.

(ア) Shaking one's (　　　　　) can be interpreted as "yes" or "no" depending on the culture.

(イ) On hot summer days, people often (　　　　　) for the seaside to cool off.

3.

(ア) You need to (　　　　　) up to reality, however difficult it may be.

(イ) We could have done with more jokes, instead of taking the matter at (　　　　　) value.

4.

(ア) "I don't know," she said and shrugged her (　　　　　) dramatically.

(イ) She is the new president and she (　　　　　) the responsibility with dignity.

5.

(ア) He took three days (　　　　　) from work.

(イ) I will (　　　　　) the matter with you.

(ウ) It is time to (　　　　　) the office.

6.

(ア) This book is at (　　　　　) interesting and instructive.

(イ) He doesn't wake easily (　　　　　) he gets to sleep.

7. 下線部に最も近い意味を表すものを１つ選びなさい。

He <u>observed</u> the custom of taking tea at four o'clock.

(a) to see and notice; to watch carefully

(b) to conform one's action or practice to a law, rite, or condition

(c) to say by way of comment; to remark

8. 下線部に最も近い意味を表すものを１つ選びなさい。

"I can't <u>make head or tail of</u> this sentence in your essay," said the professor.

① agree with　② understand　③ make a point of　④ believe

9. Many people praise his work, yet I think it (　) much to be desired.

① leaves　② makes　③ stays　④ goes

10. 下線部に最も近い意味を表すものを１つ選びなさい。

Mr. Johnson's new book <u>is due to</u> be published next month.

① is apt to　② is expected to　③ is hoped to　④ is respected to

11. He liked to build（　）in the air, but never succeeded in anything.

① chapels　② castles　③ towers　④ temples

第２講　　長文総合問題①

次の英文を読んで、(1)～(7)の設問について最も適当なものを①～④から一つ選びなさい。

The more we participate, the more we interact with people who do not share our views and approaches. This fact has important survival value, for variety — often referred to as diversity — is a major source of innovation and responsiveness — survival — in a complex system. We could argue that diverse people from around the world are beginning to mingle just at the time when we need an increased supply of new ideas to help us succeed in today's volatile world.

There are many sources of diversity, including the obvious : race, gender, ethnicity, and culture. There are good historical reasons for addressing these areas. Racism, gender discrimination, and ethnic or cultural differentiation have all been closely associated with authoritarianism. However, in remedying the discrimination of the past, we must be careful not to (1)________________ another form of separatism, one that *pigeonholes and categorizes people.

We do not resolve diversity issues by getting to know one another's culture or differences. It is true that we do have differences, but it is unlikely that people can teach their culture and differences to others. A more useful approach is to accept that everyone brings his or her own uniqueness to a situation and to adopt a nonjudgmental and childlike curiosity to the challenge of learning. Each situation gives us an opportunity to explore different perspectives and points of view. This attitude of exploration and

learning is much more important than knowing someone’s culture or understanding his or her past experiences.

今日のポイント

＜語彙＞

＜論理構成＞

It is not easy to accept and treasure diversity. Each of us over time develops views and values that become his or her own personal “truths”. Opening up to challenge and new perspectives takes a lot of self-confidence. It is probably also difficult because accepting the differences in others means that we must acknowledge and accept the diversity within ourselves.

The acceptance of diversity extends beyond the obvious issues. People in a participative institution must work across functional boundaries and across levels. Some of the most daunting challenges involved in managing diversity occur when the finance and marketing people or a vice president and an operator try to work together. The same is true of relationships between customers and suppliers. The two groups seldom have the same requirements and work processes. Yet increasing the interdependence and participation within a workplace inevitably brings very diverse work cultures into contact. The best solution is not to create one culture but to understand, value, and benefit from the differences of individual cultures, even if it means working through and with the associated conflict.

As we move into the participative world, the capacity to respect the situation, views, and contributions of others will become increasingly important. This capacity means learning to value diversity. But it also calls on us to look beyond differences and to see the wholeness that is possible.

< 語彙 >

< 論理構成 >

Computer-generated art provides a useful comparison. When we look at one of the new three-dimensional drawings — the kind that requires us to look (2)________ the surface of the picture to see the 3-D image within — we experience the essence of valuing diversity. We can see the 3-D image only if we do not try to figure it out consciously and only if we do not try to connect the hundreds of little parts that compose the drawing. The whole picture lies within the complexity, but it is not only greater than the sum of its parts, it is also different from its parts. Yet without the parts, the whole could neither exist nor be seen.

（注）to pigeonhole : 分類する

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（10 慶應義塾大　商）

＜語彙＞	＜論理構成＞

(1) Choose the most appropriate word to fill in the blank (1)________.

The answer is [(1)].

① distress　② stipulate　③ endorse　④ handle

(2) Choose the most appropriate word to fill in the blank (2)________.

The answer is : [(2)].

① after and on　② for and toward　③ up and over　④ into and beyond

(3) According to the passage, which of the following is TRUE?

The answer is : [(3)].

① It is important to explain one's own culture correctly in order to avoid being discriminated against

② Unless we respect our own culture, we can never fully understand other cultures

③ It is advisable to explore and learn different points of view, but it requires childlike curiosity and self-confidence

④ We must first respect and treasure diversity for the purpose of categorizing people correctly

(4) According to the author, self-confidence is required to [(4)].

① make judgments about ethnicity in a diversified society

② be proud of one's own culture in an ethnically mingled society

③ fight against discrimination and other serious issues

④ face new ideas and perspectives different from one's own

(5) Which of the following is NOT the reason why the author expands topic from ethnic and racial diversity to diversity in workplaces?

The answer is: [(5)].

① Because the author intends to apply the same solution to both; that is, the best thing is to understand, respect, and value differences

② Because the author intends to draw attention to the fact that diversity exists in various situations

③ Because workplaces are good examples where one can meet diverse cultures

④ Because the ultimate purpose of the passage is to show how to organize businesses to survive

(6) The author gives the example of a 3-D image to show that [(6)].

① it is very hard to understand and value things which we cannot see visually

② we need to make conscious efforts to avoid conflicts with people who see things from different angles

③ the whole is composed of many different parts, and in order to understand the whole we need to look beyond the differences

④ we must keep an eye on what lies underneath the surface in order to judge what is right and what is wrong

(7) The main issue of the passage is [(7)].

① how to fight against discrimination in an ethnically mingled society

② how to develop one's self-confidence in the age of diversity

③ how to resolve disputes in cross-boundary businesses

④ how to learn to value diversity in the participative age

大学別対策講座　慶應義塾大英語　復習テスト　第二回

次の英語の表現に最も適当な日本語訳を①～④から一つ選びなさい。

1. Some of the most daunting challenges involved in managing diversity occur when the finance and marketing people work together.

① 最もとりつかれた課題のいくつかは，多様性を扱う際に起こるもので，財務担当やマーケティング担当の人々が一緒に働くときなのだ。
② 最も困難な課題のいくつかは，多様性を扱う際に起こるもので，財務担当やマーケティング担当の人々が一緒に働くときなのだ。
③ 多様性を扱うことに関わる最もとりつかれた課題のいくつかは，財務担当やマーケティング担当の人々が一緒に働くときに起きる。
④ 多様性を扱うことに関わる最も困難な課題のいくつかは，財務担当やマーケティング担当の人々が一緒に働くときに起きる。

2. approach

① 告白　② 宣伝　③ 方法　④ 行動

3. refer to A as B

① AをBとして言及する　② AをBと呼ぶ
③ AをBのように言及する　④ AをBのように呼ぶ

4. discrimination

① 不満　② 不平　③ 差別　④ 相違

5. perspective

① 見通し　② 価値観　③ 水平線　④ 観客

6. institution

① 取組　② 方法　③ 直観　④ 組織

次の日本語の意味になる英語を①～④から一つ選びなさい。

7. 相互依存

① interaction　② international　③ interdependence　④ interception

8. 必ず

① inevitably　② incredibly　③ inaccurately　④ inadequately

9. 解決策

① solitude　② solution　③ sophomore　④ solemnity

10. 争い

① composition　② compensation　③ conversation　④ conflict

11. 次元

① dilemma　② disconnection　③ dimension　④ direction

NOTE

第３講　　正誤問題徹底演習

下の英文の下線①～④の中から，誤っているものを選び，正しい形に訂正しなさい。誤りがない場合は，NO ERROR を選びなさい。

1．That a great change ①has taken place in the relationship between American teenagers and their parents ②are made clear by statistics ③showing a steady decline in the number of ④licensed teenage drivers.

2．That ①a lesson he learned the hard way touched other people and ②helped them live longer, healthier lives ③are a legacy that I'm sure he would ④be proud of.

3．The change ①in the way modern human beings ②know one another and the world ③have happened so quickly that it's almost ④impossible to assess its ultimate psychological cost.

4．Much ①of what he was taught at school ②seem ③barely ④to have penetrated his consciousness.

5．We should come up ①with another measures to ②improve the atmosphere ③at our welcome parties.

6．①The place I visited last week ②is considered to be one of ③the top ten ④tourist spot in the world. NO ERROR

今日のポイント

NOTE

7. Every ①children should know how to cook, not ②just ③so that they'll be healthy, ④but because it's a life skill which is a real pleasure and we deny children that pleasure.

8. ①Each banking transaction ②were handled quickly and ③efficiently ④by well-trained clerks. NO ERROR

9. ①Promoting Japanese women in business is at the top of the agenda for forward-thinking companies in Japan. ②Yet, with diversity teams tasked with creating gender-friendly work environments, ③statistics still show that the number of Japanese women in senior positions ④lag far behind other countries.

10. ①Despite its cool climate being perfectly ②suited for growing apples, nearly ③three-quarter of the apples eaten in the country are imported, and more than 60 per cent of the apple orchards there ④have been destroyed in the past 30 years.

11. ①Three-years-old boys learn fast, so ②give them presents that ③will help them ④develop skills. NO ERROR

12. I am ①frightfully busy ②because I have just ③got back from a ④two-weeks vacation.

NOTE

13. ① In the wake of the devastation, ② heavy machineries were ③ put to work ④ to search for survivors. NO ERROR

14. My father likes ① to eat many different ② kinds of ③ seafood, but he dislikes ④ an oyster. NO ERROR

15. My new computer's hard drive ① is capable of storing ② millions of ③ pieces of ④ informations. NO ERROR

16. ① It was ② a good luck for me ③ to win a ticket to Okinawa because I had made ④ no plans for the summer. NO ERROR

NOTE

17. He treated her ①as cold as he did ②because of the rude things that she ③had said about his performance in the school play ④at the end of the year. NO ERROR

18. ①To hear her speak English, ②you would think ③sure that she had lived all of her life, or ④at least a good part of it, either in America or Britain. NO ERROR

19. ①After spending several years creating her garden, she says it is ②now so full that there is ③hardly no room for weeds, meaning she can enjoy it ④instead of working in it.

20. ①At my college, ②almost of the students ③have gone abroad ④at least once. NO ERROR

21. ①I imagined that a lot of people ②lived in the countryside, but I learned that ③most of people lived in large cities.

22. ①Almost students in my class have portable audio players that they ②use to listen ③to music on their way ④to school.

NOTE

大学別対策講座　慶應義塾大英語　復習テスト　第三回

次の英文の下線の中から，誤っているものを選び，正しい形に訂正しなさい。

1. How ①can be that he speaks such flawless English ②without actually ③having lived in an English-speaking country ④before? NO ERROR
(　　　　　　　　)

2. The Demographic Transition Model ①shows how the total population of a country ②change through time ③as ④birth and death rates change.
(　　　　　　　　)

3. ①It has mainly been the richer, industrialized countries that ②have caused the problem of global warming ③by producing large amounts of carbon dioxide ④and another greenhouse gases.
(　　　　　　　　)

4. One of the most influential ①building was Red House ②at Bexleyheath (1859), ③designed for Morris by his architect ④and friend Phillip Webb (1831-1915).
(　　　　　　　　)

5. ①Ten-hour workdays ②used to be a common ③part of ④every salaried jobs in Japanese companies. NO ERROR
(　　　　　　　　)

6. Local police have arrested a ①16-years-old high school student ②who they say admitted ③to having participated in a number of robberies ④over the last several years. NO ERROR
(　　　　　　　　)

7. I ①locked myself ②out of my office, but ③lucky, my secretary ④had a spare key.　(　　　　　　　　)

8. A study ①tried to estimate ②the number of ③wrong addressed envelopes ④that were returned. NO ERROR
(　　　　　　　　)

9. The ①diversity of plants and animals that we see today ②is the result of billions of years of evolution, ③shaped by natural processes and, ④more recent, by the influence of humans.
(　　　　　　　　)

10. I want to live in a (　) building.
① three-stories'　② three-stories　③ three-story's　④ three-story

NOTE

第４講　　長文総合問題②

次の英文を読み，(1)〜(8)の設問について最も適切なものを選択肢①〜④から選びなさい。

I want to see more good arguments in which logical and emotional elements fuse together. A good argument is like a well-written mathematical paper, as it has a fully watertight logical proof, but it also has a good explanation in which the ideas are sketched out [(1)] we humans can feel our way through the ideas as well as understand the logic step by step. A good discussion also addresses apparent inconsistencies in which the logic seemingly contradicts our intuition.

If we disagree with each other in an argument, the important first step is to find the true root of disagreement. We should do this by following long chains of logic on both sides of the argument. Next, we should build some sort of bridge between our different positions. We should use our ability to see things in the abstract to try and understand that we are really just at different parts of a gray area on the same principle. We should then engage our emotions to grasp where we are emotionally and try and edge slowly to where we all can meet.

I think a good argument, at root, is one in which our main aim is to understand everyone. How often is that actually the case? Unfortunately, most of the time, people argue with the goal of defeating others — most individuals are trying to prove that they are right and [(2)] is wrong. I don't think this is productive as a primary purpose. I used to be guilty of this as much as anyone, but I have come to realize that discussions really don't have to be

competitions. We must first grasp the obvious truth that it is not necessarily the case of one person being right and the other being wrong. Rather, when people disagree, it is often a reflection of differing (4) belief systems. Their opinions may contradict each other but they usually have their own internal logic. That said, this does not prevent people from holding inconsistent opinions within their own belief systems.

NOTE

Too many arguments turn into a cycle of attack and counterattack. In a good argument, however, nobody feels attacked. People don't feel threatened by a different opinion or a different point of view. All those participating in a given discussion should be responsible for creating this kind of safe environment. I tell myself as much as possible in any potentially divisive situation, "It's not a competition." And, [(3)], it almost never is a competition.

A good argument does invoke emotions, but not for intimidation or belittlement. It invokes emotions to make connections with people, to create a path for logic to enter people's hearts, not just their minds. This takes longer than throwing sarcastic comments at each other and trying to fire the "killer shot" that will end the discussion. Logic is slow and can fail us when we need to make a quick decision. When we are not in an emergency, however, we should have slow arguments. Unfortunately, the world tends to drive things faster and faster, with shorter and shorter attention spans meaning that we are under pressure to convince people in 280 letters, or in a brief comment accompanying an amusing picture, or in a clever one-liner — correct or otherwise — so someone can declare "mind = blown" or "mic drop." But this leaves little room for nuance or investigation, or for understanding how we agree and disagree. It leaves no time for building bridges.

NOTE

I would like us all to build bridges to connect us to people with whom we disagree. But what about people who don't want bridges? People who really want to disagree? Here we have a (6) <u>meta problem</u>. In other words, we first have to persuade people to want those bridges, before we have any hope at all of building them.

As humans in a community, our connections with each other are really all we have. If we were all hermits living in isolation, humanity would not have reached the place it has. Human connections are usually thought of as being emotional, and logic is usually thought of as being removed from emotions and thus removed from humanity. But I firmly believe that logic, used in conjunction with emotions, can help us build better and more compassionate connections between humans. And we must do it in a nuanced way. Black-and-white arguments cause division and extreme viewpoints. The division between logic and emotions, or that between different opinions, is artificial and misleading.

We should not place ourselves in futile battles against other humans with whom we are trying to coexist on this earth. And we should not let logic battle against emotions. A good argument is not a battle. It's not a competition. It's a collaborative art. With logic and emotions working together, we will achieve better thinking, and thus the greatest possible understanding of the world and of each other.

[The Art of Logic: How to Make Sense in a World that Doesn't, Eugenia Cheng, Profile Books, 2019]　　(20 慶應義塾大　商)

NOTE

(i) In the context of this passage, choose the most suitable expression to fill in each blank.

(1) The answer is: [(1)].
① aiming to　② resulting in　③ so that　④ such as

(2) The answer is: [(2)].
① most of them　② everyone else
③ other people　④ a few opponents

(3) The answer is: [(3)].
① in fact　② nevertheless
③ in case　④ what is worse

(ii) In the context of this passage, choose the best answer for each question.

(4) Which one of the following is in agreement with the author's thoughts regarding (4) belief systems? The answer is: [(4)].
① People's belief systems are inherently inconsistent
② Differences in belief systems are essential to reaching consensus
③ People can hold contradictory opinions within their own belief systems
④ Determining whose belief system is right is critical to a fruitful discussion

(5) In the fifth paragraph, the author makes all of the following points **EXCEPT**: [(5)].

① We live in a world that tends to prioritize speed over logical process

② Subtle details and implications are often neglected in a hasty discussion

③ Emotions can make the logic of a discussion more accessible to the listeners

④ Sophisticated logical arguments usually accelerate emergency management

(6) Which one of the following best describes the (6) <u>meta problem</u> referred to in the sixth paragraph? The answer is: [(6)].

① The question of whether we need bridges precedes that of how we build them

② The question of how to build bridges precedes that of whether we need them

③ Building a bridge benefits most people when its significance is unquestionable

④ Building a bridge benefits only a few people when its significance is questionable

(7) Which one of the following is consistent with the author's perspective on connecting people with different views? The answer is: [(7)].

① People who do not want to be bothered by others should be allowed to live in self-imposed isolation

② Emotions are not as useful as logic for cultivating connections with those with whom we disagree

③ The supposed "divisions" between people are often illusions that are formed by black-and-white thinking

④ Logic is about figuring out right versus wrong, not understanding many inconsistent viewpoints

(8) Which one of the following best summarizes the author's argument? The answer is: [(8)].

① Logic conceals the subtleties of our everyday experiences and pushes us towards resolutions

② Logic and emotions together help us understand the complexities of human reality and communicate effectively

③ If we prioritize logic over emotions, we can eliminate errors in a discussion between two opposing groups

④ Our discussions need to be firmly based on our own belief systems so that we are not incoherent or illogical

NOTE

大学別対策講座　慶應義塾大英語　復習テスト　第四回

次の見出し語と合致する日本語を４つの選択肢から１つ選びなさい。

１. fuse

① 絶滅させる　② 追放する　③ 遠慮する　④ 融合する

２. contradict

① 矛盾する　② 予言する　③ 指示する　④ 監督する

３. intuition

① 手配　② 削除　③ 直観　④ 常識

４. abstract

① 円滑な　② 具体的な　③ 抽象的な　④ 排他的な

５. inconsistent

① 一致する　② 固定された　③ 柔軟な　④ 矛盾した

６. invoke

① 呼び起こす　② 励ます　③ 落胆させる　④ 妨げる

７. sarcastic

① 立派な　② 優しい　③ 皮肉な　④ 率直な

８. hermit

① 伝説　② 従者　③ 隠者　④ 牧師

９. feel one's way

① 自分のやり方でやる　② 孤独を感じる

③ 意思疎通する　④ 手探りで進む

10. belief system

① 更新制度　② 信念体系

③ 年金制度　④ 福祉制度

NOTE

第５講　　選択問題演習

次の空欄に入る適切な選択肢を選びなさい。

１. Liz and Richard are (　　　) over heels in love. They're planning to get married.

① face　② head　③ leg　④ nose

２. I'm at my wit's (　). My wife just had an operation for cancer. The doctor said there was not much hope of her being alive.

① shortage　② break　③ end　④ use

３. My mother passed the medical examinations, but she has never (　　) medicine.

① adopted　② applied　③ exercised　④ practiced

４. 共通する語句を選びなさい。選択肢は原形なので，適切な形に直して考えること。

A taxi (　) in front of the house.

The research group has (　　) a list of six conditions necessary for the community's development.

① draw off　② draw on　③ draw out　④ draw up

５. We sat under the trees, (　　　) the campfire with some twigs and leaves.

① mending　② heating　③ feeding　④ treating

６. I'm (　) up with listening to his repeated advice which is hardly new to any of us.

① gripped　② tied　③ fed　④ put

７. His parents are <u>well off</u>; they have bought him a new car for his birthday.

① happy　② educated　③ wealthy　④ successful

今日のポイント

NOTE

8. He (　　　) at this time of the year.

① accused me for going to vacation　　② accused me of going on vacation

③ blamed me for going to vacation　　④ blamed my going for vacation

9. I know it was your fault. How can you (　　) it on her? She has nothing to do with it.

① suggest　② accuse　③ prove　④ blame

10. Who is to (　　) for the broken window?

① accuse　② blame　③ charge　④ claim

11. The early Greeks were the first to (　　) that the earth is round.

① challenge　② doubt　③ question　④ suspect

12. It never (　　) to me that you might be waiting in the rain for such a long time!

① happened　② thought　③ concerned　④ occurred

13. It suddenly (　　) me that the boat might be washed away by the waves.

① noticed　② thought　③ struck　④ left

14. Please (　　) me for interrupting you.

① apologize　② excuse　③ forget　④ oblige

15. We are very (　　) to you for having made time to see us today.

① pleasant　② thanked　③ glad　④ grateful

16. Everybody (　　) her for saving the old man from drowning.

① accused　② admired　③ complained　④ encouraged

NOTE

17. Such conduct does not (　) a gentleman.

① begin　② become　③ belong　④ behave

18. Words (　) me to describe the beauty of this landscape.

① miss　② fail　③ drop　④ lack

19. 意味が同じになるように，適切な語句を選びなさい。

She speaks French extremely well.

She has a good (　　) of French.

① command　② order　③ sense　④ memory

⑤ fluency

20. The room (　) a fine view of the lake.

① looks　② sees　③ oversees　④ commands

21. Do you think that money really (　) to me?

① concerns　② matters　③ bothers　④ troubles

22. I think I need a couple of plastic folders. Any color will (　).

① do　② be　③ go　④ come

23. It doesn't (　) to trouble yourself about past mistakes.

① pay　② satisfy　③ use　④ waste

24. I am going on a picnic tomorrow, and I hope this fine weather (　).

① preserves　② maintains　③ succeeds　④ holds

25. "Lunch is on me today."

"Oh, thanks. I'll (　) you next time."

① borrow　② charge　③ deal　④ treat

NOTE

大学別対策講座　慶應義塾大英語　復習テスト　第五回

１. 空所に適語を入れなさい。

I think he will not win the election.

＝I（　　　）he will win the election.

２. Please don't（　　）your problems on me.

① blame　② insist　③ locate　④ refer

３. The man was charged（　　）violating security laws by spreading false information.

① by　② for　③ in　④ with

４. I heard my parents whispering last night. I（　　）they are planning a surprise birthday party for me.

① satisfy　② suggest　③ supply　④ suspect

５. 彼はそのことについて，事実を言わなかったのではないかと思う。

I（　）that he didn't tell us the truth about the matter.

① doubt　② suspect　③ mistrust　④ deny

６. It（　）me that there might be some fault on my part.

① flashed　② occurred　③ happened　④ struck

７. The girl who saved the child from drowning has been（　　）with an award for courage.

① given　② offered　③ presented　④ promised

下線部に最も近い意味を表すものを１つ選びなさい。

８. The car <u>pulled up</u> in front of my house.

① stopped　② broke down　③ started　④ crashed

９. I <u>was at my wit's end</u>.

① was at a loss　② had a good idea

③ just began to think something　④ was tired of thinking

NOTE

第６講　　長文総合問題③

次の英文を読み，設問に答えなさい。

The consumer’s level of commitment to environmental issues, attitude, and behavior divides the green market. The Roper Organization categorizes five green consumer segments in the USA. First, “true-blue green” consumers strongly believe that their actions have an impact on the environment. They are willing to invest more on green products and willingly engage in ecological activities, like recycling and reusing leftover food for fertilizer. They are the most environmentally conscious consumer group and will make certain to purchase green products only from trustworthy, environmentally conscious companies. Second, “greenback green” consumers invest in more expensive green products, but are not willing to engage in environmental activities. In order to protect their lifestyle, these consumers only engage in environmental activities through monetary means. Third, “sprouts” are green consumers that support environmental regulations. Yet, they are less likely to spend more money on green products. Fourth, “grousers” believe that it is not their responsibility to solve environmental issues. This consumer group chooses regular products over green products to avoid higher costs. Finally, the “basic brown” segment believes that no amount of personal, commercial, or political effort can solve ecological problems.

As argued by Montague and Mukherjee, green consumers want products that will protect or benefit the environment, yet, they will not sacrifice the quality of their lives or change their lifestyles. According to Vermillion and Peart, consumers are not likely to purchase a product only for its

environmentally friendly attributes. A product must also contain an added benefit, such as safety, health, or cost efficiency. [(1)] , research indicates that consumers will not sacrifice product characteristics such as convenience, availability, price, quality, and performance in place of green or eco-friendly characteristics. Instead, green and non-green products must be deemed equivalent in regard to these attributes in order for most consumers to even consider purchasing the green product.

今日のポイント

＜ 語彙 ＞

＜ 論理構成 ＞

Additionally, green consumers may harbor distrust and bias against large corporations and advertisers. A report by Green Gauge revealed that 55 percent of consumers surveyed believed that products that allege ecological attributes actually possess no green qualities. This segment of green consumers can be the greatest challenge for marketers. Therefore, research aiming to understand why so-called Millennials do not adopt green products is important since it reveals marketing communication tactics that may potentially switch non-purchasers to purchasers of green products.

The twenty-first century introduced the Millennial Generation; a new demographic segment comprised of individuals between the ages of 18 and 34. Millennials are said to be extremely diverse, educated, and technologically *savvy. Some studies have discovered that this group of consumers is the most environmentally conscious. According to the *College Explorer*, 33 percent of college students surveyed favor socially and environmentally friendly brands. Studies have also shown that educated consumers are increasingly worried about the long-term effects of products on their health, community, and environment.

Marketing to the Millennial Generation creates a profitable opportunity, for many companies. In fact, this generation of consumers is estimated to be a $54.3 billion opportunity for marketers. Attracting Millennials is important because younger consumers may influence the purchases of their peers and families. Peer relationships create a social pressure to [(2)] group norms, such as brand preferences, and in Western society, social pressures are found to be a major influence on the green purchase behavior of adults.

＜語彙＞

＜論理構成＞

In addition, this generation of consumers may be the most educated. According to the Pew Research Center, pressure from parents to attain a university-level education and the lack of jobs due to the current recession will influence Millennials to stay in school. The recession will influence young consumers to reduce their personal expenditures, and once the economy improves, Millennials will have accumulated large personal savings. Furthermore, education may increase Millennials' awareness of the benefits of going green.

（注）*savvy : 実際的知識がある

[Green marketing: what the Millennials buy, by Leslie Lu, Dora Bock, Mathew Joseph, Journal of Business Strategy Vol. 34 Iss: 6, pp.3-10, Emerald Group Publishing Limited. Reprinted with permission from Emerald Group Publishing Limited, originally published in Journal of Business Strategy Vol. 34 Iss: 6, © Emerald Group Publishing Limited 2013.]

（15 慶應義塾大　商）

In the context of the passage, choose the best answer for each question.

(1) Choose the most appropriate word to fill in the blank. The answer is: [(1)].

① Afterwards　② Likewise　③ Oddly　④ Approximately

(2) Choose the most appropriate word to fill in the blank. The answer is: [(2)].

① go against　② turn down　③ conform to　④ follow up

(3) Which one of the following is TRUE? The answer is: [(3)].

① Millennials are environmentally conscious people, but they are unlikely to buy green products even after the economy improves

② It is impossible for most consumers to see the distinction between green products and non-green products

③ Millennials lack significant interest in environmental issues because of their biases against large corporations that produce green products

④ Out of the five segments of consumers described in the passage, only the first two do not hesitate to spend extra money on green products

(4) Which one of the following is FALSE? The answer is: [(4)].

① The author implies that business and environmental issues are closely related to each other

② Although the passage says "five segments of green consumers," some segments consist of people who are not interested in green products

③ Green consumers believe that the qualities of green products are superior to those of non-green products

④ Many people in the Millennial Generation are highly educated partly because their parents have pushed them to stay in school

(5) The author of the passage thinks that marketing tactics directed at Millennials are important because [(5)].

① they were brought up by parents who favored green products

② they may influence the purchases of their peers and families

③ they devote themselves fully to sacrificing their lifestyles to purchase green products

④ they are compelled by universities to acknowledge the benefits of green products

(6) Which one of the following is TRUE? The answer is: [(6)].

① Some educated consumers are worried about the long-term effects of products not only on their health but also on the environment

② In order to be called a "true-blue green" consumer one cannot have doubt about the positive aspects of environmentally friendly products

③ Environmentally conscious people insist that education is one of the keys to increasing support for green causes

④ People are no longer called green consumers if they dislike large corporations and advertisers of green products

(7) This passage is primarily focused on [(7)].

① corporate ethics　② green corporations

③ generation gaps　④ business opportunities

NOTE

大学別対策講座　慶應義塾大英語　復習テスト　第六回

次の見出しの表現に合う適切なものを，①～④から一つ選びなさい。

1. commitment
① 犯罪　② 関わり　③ 違反　④ 行為

2. categorize
① 罰する　② 分類する　③ 想定する　④ 受け取る

3. engage in
① 参加する　② 変形する　③ 移動する　④ 後悔する

4. responsibility
① 回避　② 責任　③ 不景気　④ 体調

5. sacrifice
① 逃げる　② 戦う　③ 犠牲にする　④ 撤回する

6. attribute
① 特質　② 不動産　③ 危機　④ 批判

7. segment
① 機会　② 側面　③ 理解　④ 区分

8. harbor
① 避ける　② 撤回する　③ 抱く　④ 繰り返す

9. peer
① 達成　② 仲間　③ 歩道　④ 感謝

10. norm
① 基準　② 成長　③ 遅れ　④ 速度

NOTE

第７講　　会話問題演習

次の空欄に，適切な表現を入れて，英文を完成させなさい。

１.

A: Shall I bring your coat?

B: (　).

① I'm afraid I can't　　② That's kind of you

③ Please let me go　　④ Not at all

２.

A: I can't believe I ran out of ink. Thanks for lending me your pen.

B: (　) I had a spare one in my pencil case.

① Good luck.　　② Yes, please.

③ Don't mention it.　　④ Don't do it again.

３.

Matthews: Oh, Ms. Gregory. It's nice to finally meet you in person. Thank you for all your arrangements for my visit.

Gregory: (　) Is this your first visit to the head office?

① Right this way.　　② Let me tell you the schedule.

③ Thank you for stopping by.　　④ It's my pleasure.

４.

A: I'm going to see Jane after this.

B: (　).

① How are you doing?　　② Hi, Jane.

③ Did you see her?　　④ Give her my regards.

５.

Will you stop doing that!

= (　) it out!

① Cut　　② Take　　③ Give　　④ Leave　　⑤ Have

6．

The teacher said, "So much (　　) today."

① as　　② for　　③ in　　④ with

7．

A : Whatever happens, I don't want you waking me up because I'm snoring.

B : Gotcha. By the way, have you bought your rail pass yet?

下線部の解釈に合う選択肢を選びなさい。

① そうでしょう。　② 違うでしょう。　③ やった。　④ 了解。

⑤ 嫌だ。

今日のポイント

NOTE

8.

Sue: Yes, I have reserved for us at the new French restaurant in the high street. It's already got a very good reputation. Mary ate there and said the food was (　).

① the best on any attempt
② over the top
③ above your wildest dreams
④ out of this world
⑤ too good not to be missed

9.

A: Is it possible to cancel tomorrow's meeting?

B: I'm afraid (　).

① that's for further discussion.
② that's more than I can imagine
③ that's not really relevant
④ that's of little importance here
⑤ that's out of the question

10.

A: Are we going to have a test next week in history?

B: (1)

① Not as we have been told.
② Not as far as I know.
③ Not to any great extent.
④ Not for a while at least.
⑤ Not unless there's a problem.

A: Ah, good. (2)

① That takes a load off my mind.
② That makes everything all right.
③ That changes the way I function.
④ That leads to some interesting results.
⑤ That produces an unusual sensation.

B: I know what you mean. I feel the same way.

NOTE

11.

Ken: The last time I saw you, you were looking for a new job.

David: Well, that's not exactly true. I was thinking about changing jobs. Luckily, (1) when they offered me a new position in the accounts department.

① nothing was accomplished　② everything fell apart

③ that was all taken care of　④ that was the final result

12.

A: Have you ever heard of a writer named Johnny Todd?

B: No. (1) Why?

① That kind of name is a little funny.

② The writer isn't very famous.

③ The name doesn't ring a bell.

④ The man is within my knowledge.

⑤ The name is not all that common.

A: Someone gave me a couple of his books, and I found them fascinating.

B: Oh, really? Maybe I should take a look at them, too.

A: (2)

① I think it would be worth your while.

② I think it would be of little use to you.

③ I think it would serve that purpose.

④ I think it would answer your question.

⑤ I think it would be in my interest to do so.

B: In that case, could you loan me one or two of his books?

A: Sure, no problem.

NOTE

13.

Alan: That just sounds like someone with an over-worked brain. You probably spend so much time thinking about difficult things that the easy things (　).

Teruo: That's a flattering way of putting it, but somehow it doesn't reassure me. Do you ever worry about getting old?

① slip out　② stay out　③ get exaggerated　④ won't be long

14.

Sarah: Did you see that little girl? She's so tiny and yet she is all dressed up in her uniform traveling by herself to school on the train!

Masao: Oh yes, (1).

Sarah: But she can't be more than 6 years old. Don't her parents worry?

Masao: She's probably a bit older than that, actually. (2), we East Asians always look younger to Westerners.

Sarah: (3)! It probably won't be long before people start thinking you're my son!

＊大文字のものも小文字で記しています。

① surely　② maybe so　③ as you know　④ it's not true

⑤ you're telling me　⑥ there you are then

⑦ that's pretty common here

15. 適切な単語を入れなさい。

「君が職を失うのは当たり前だ。職務怠慢だったのだから。」

It (　　　) you (　　　) to lose your job, because you neglected it.

16.

I wouldn't like to be <u>in his shoes</u> when they find out what he's done!

① at his home　② in his place

③ under his control　④ near him

NOTE

大学別対策講座　慶應義塾大英語　復習テスト　第七回

次の対話文の空欄に入る最も適切なものを１つ選びなさい。

１.

Alice: I have to go now. (　　)

Cathy: It was my pleasure. Please come around again soon.

Alice: I will. Bye.

① I hope the dinner was all right.　② Did you enjoy the dinner?

③ Thank you again for the dinner.　④ How did you like the dinner?

２.

A: Would you like some help with those bags?

B: Yes. Could you put them in the car for me?

A: Sure. I'll be glad to.

B: (　　)

① Don't mention it.　② It's very kind of you.

③ Thank you just the same.　④ You are most welcome.

３. 次の文の下線部と最も近い内容を表す文を①～④のうちから１つ選びなさい。

<u>Remember me to your parents.</u>

① Give my regards to your parents.

② Ask your parents if they remember me.

③ Let me remind you of your parents.

④ Tell your parents I remember them.

４.

"Mom, can I use the car tonight?"

"No, that's (　　). Remember what happened last time!"

① all the same to you　② none of your business

③ out of the question　④ time after time

５.

Jeff: Would you like to go to the movies with me tonight?

Susan: (　　) I must go home by five o'clock.

① Sure I will.　② Thank you for inviting me.

③ I don't know what to do.　④ I'm afraid I can't.

NOTE

第８講　　長文総合問題④

以下の英文は，イギリスの批評家 Herbert Read のエッセイ *The Meaning of Art* (1931) からの抜粋である。これを読んで，次の問題に答えなさい。
〔星印 * のついた語句には（注）がある。〕

Most of our misconceptions of art arise from a lack of consistency in the use of the words art and beauty. It might be said that we are only consistent in our misuse of them. We always assume that all that is beautiful is art, or that all art is beautiful, that what is not beautiful is not art, and that ugliness is the negation of art. This identification of art and beauty (a)<u>is at the bottom of</u> all our difficulties in the appreciation of art, and even in people who are acutely sensitive to aesthetic impressions in general, this assumption acts like an unconscious censor in particular cases where art is not beauty. For art is not necessarily beauty: that cannot be said too often or too blatantly. Whether we look at the problem historically (considering what art has been in past ages) or sociologically (considering what art actually is in its present day manifestations all over the world) we find that art often has been or often is a thing of no beauty.

(1)<u>Beauty is generally and most simply defined as that which gives pleasure</u>; and thus people (b)<u>are driven into admitting</u> that eating and smelling and other physical sensations can be regarded as arts. Though this theory can quickly be reduced to absurdity, a whole school of aesthetics is founded on it, and until lately this school was even the predominant one.

今日のポイント

< 語彙 >

< 論理構成 >

It has now been superseded in the main by a theory of aesthetics derived from *Benedetto Croce, and though Croce's theory has met with a flood of criticism, its general tenet, that art is perfectly defined when simply defined as intuition, has proved to be much more illuminating than any previous theory. The difficulty has been to apply a theory depending on such vague terms as 'intuition' and 'lyricism'. But the point to note immediately is that this elaborate and inclusive theory of the arts gets on very well without the word 'beauty'.

The concept of beauty is, indeed, of limited historical significance. It arose in ancient Greece and was the offspring of a particular philosophy of life. That philosophy was anthropomorphic in kind; (2)it exalted all human values and saw in the gods nothing but man writ large. Art, as well as religion, was an idealization of nature, and especially of man as the culminating point of the process of nature. Typical examples of classical art are the *Apollo Belvedere or the *Aphrodite of Melos — perfect or ideal types of humanity, perfectly formed, perfectly proportioned, noble and serene; in one word, beautiful. This type of beauty was inherited by Rome, and revived at the Renaissance. We still live in the tradition of the Renaissance, and for us beauty is inevitably associated with the idealization of a type of humanity evolved by an ancient people in a far land, remote from the actual conditions of our daily life. Perhaps as an ideal it is as good as any other; but we ought to realize that it is only one of several possible ideals.

＜語彙＞

＜論理構成＞

It differs from the Byzantine ideal, which was divine rather than human, intellectual and anti-vital, abstract. It differs from the Primitive ideal, which was perhaps no ideal at all, but rather a propitiation, an expression of fear in the face of a mysterious and implacable world. It differs also from the Oriental ideal, which is abstract too, non-human, metaphysical, yet instinctive rather than intellectual. But our habits of thought are so dependent on our outfit of words that we try, often enough in vain, to force this one word 'beauty' into the service of all these ideals as expressed in art. If we are honest with ourselves, we are bound to feel guilty sooner or later of verbal distortion. A Greek Aphrodite, a Byzantine Madonna and a savage idol from New Guinea or the *Ivory Coast cannot one and all belong to this classical concept of beauty. (3) This last one at least, if words are to have any precise meaning, we must confess to be unbeautiful, or ugly. And yet, whether beautiful or ugly, all these objects may be legitimately described as works of art.

Art, we must admit, is not the expression in plastic form of any one particular ideal. It is the expression of any ideal that the artist can realize in plastic form. And though I think that every work of art has some principle of form or coherent structure, I would not stress this element in any obvious sense, because the more one studies the structure of works of art which live in virtue of their direct and instinctive appeal, the more difficult it becomes to reduce (c) them to simple and explicable formulae.

[The Meaning of Art by Herbert Read, Faber and Faber, 1931]

（02 慶應義塾大　文）

（注）

Benedetto Croce (1866-1952): Italian historian and philosopher

Apollo Belvedere: the sculpture of the Greek god Apollo in the Vatican Museum

Aphrodite of Melos: the sculpture of the Greek goddess Aphrodite found on the island of Melos ('Venus of Milo')

Ivory Coast: a country in West Africa

< 語彙 >

< 論理構成 >

⑴ 下線部⑴を日本語に訳せ。

⑵ 下線部⑵を日本語に訳せ。

⑶ 下線部⑶を日本語に訳せ。

⑷ 下線部(a)を別の英語で表す場合 , 最もふさわしいものを以下のうちから選べ。

１. negates　２. expresses　３. causes　４. follows　５. typifies

⑸ 下線部(b)を別の英語で表す場合，最もふさわしいものを以下のうちから選べ。

１. are unable to admit　２. are compelled to admit
３. are allowed to admit　４. are on the way to admitting
５. are used to admitting

⑹ 下線部(c)は何を指すか。本文中の英語で答えよ。

⑺ 次の日本語を英語に訳せ。

文学を学べば学ぶほど，詩をただの感情表現のように捉えるのはますます難しくなっていく。

⑻ 筆者の‘art’と‘beauty’に関する見解を，120 字以上，140 字以下の日本語でまとめよ。

NOTE

大学別対策講座　慶應義塾大英語　復習テスト　第八回

下線部を日本語に訳しなさい。

１. Most of our misconceptions of art arise from a lack of consistency in the use of the words art and beauty.

(　　　　　　　　　　　　　　　　　　　　　　　　　　　　　)

２. That cannot be said too often or too blatantly.

(　　　　　　　　　　　　　　　　　　　　　　　　　　　　　)

３. Beauty is generally and most simply defined as that which gives pleasure.

(　　　　　　　　　　　　　　　　　　　　　　　　　　　　　)

空欄に適切な日本語，英語を書きなさい。

4	implacable	
5		醜さ
6	serene	
7	censor	
8	outfit	
9		愚かさ
10		白状する
11	legitimately	
12	distortion	
13	intuition	
14	illuminating	
15	coherent	
16	exalt	
17		卓越した
18	culminate	
19	propitiation	
20	negation	
21	idol	
22	supersede	
23		～から生じる，～が由来だ
24		子孫

NOTE

第９講　　SFC 超長文演習①

次の文章に関して，空所補充問題と読解問題の二つがあります。まず，［1］から［8］の空欄を埋めるのに，文脈的に最も適切な語を選びなさい。次に，内容に関する［9］から［14］の設問は，文章の内容から見て最も適切なものを選びなさい。

Since the middle of the twentieth century, there has been a revolution in the job market. Women have entered the paid workforce in unprecedented numbers. In 1950, for example, only about one-third of working-age women were in the paid workforce; today, some 61 percent are. There has also been an overwhelming change in the nature of paid work done by women. Fifty years ago, professional careers for women ［1］（1. apropos　2. out　3. outside）of nursing or teaching were unusual. Today, women comprise nearly half of the newly minted attorneys and physicians starting work each year. Over the same fifty-year period, there has been a transformation of wages, too. In 1950, median earnings of women were only two-thirds those of men. Today, women earn 80 percent of what men are paid.

Reread that last sentence. On average, for every dollar a man earns, a woman gets paid 80 cents. Can this possibly be true? Consider this fact: Nearly 70 percent of employers' costs are accounted for by labor. An employer who hired only women at 80 cents on the dollar could cut labor costs by 20 percent ［2］（1. in spite of　2. relative to　3. similar to）an employer who hires only men. This would yield added profits of about 14 percent of sales — which would triple the profit earned by the typical firm. If women are paid 20 percent less than men, how could any employer possibly ［3］（1. expect　2. afford　3. refuse）to hire anyone but women?

今日のポイント

< 語彙 >

< 論理構成 >

At this point you may be saying to yourself, “Surely, there are differences between men and women other than their sex that can help account for this gender gap in earnings.” And you would be correct. Earnings are a reflection of experience, education, marital status, and age. But even when all of these variables have been controlled, nationwide data, such as from the U.S. Census Bureau or the Bureau of Labor Statistics, still show that unexplained differences between the pay of men and women persist. Men with the same measure individual characteristics are paid at least 10 percent more than women, and some studies find a difference twice [4]（1. that　2. as　3. much）size.

The widespread opinion of many observers is that the unexplained gap between the pay of men and women is chiefly the result of discrimination against women. The reasoning is simple. Most business owners or senior managers are men, and [5]（1. over　2. for　3. given）a choice between hiring a man or a woman, the “old-boy network” operates in favor of the man. According to this view, women can get the job only if they agree to accept lower wages.

Consider this fact, however: For more than forty years, it has been illegal to discriminate in the workforce on the basis of race or gender. As interpreted by the courts, the law now says that if the statistical appearance of lower wages for women or minorities is present in a workplace, the employer is presumed to be guilty of discrimination and must prove [6]（1. otherwise　2. it　3. so）.

＜語彙＞

＜論理構成＞

No one thinks that federal agencies do a perfect job at enforcing the law here or elsewhere, but it is hard to believe that a persistent 20 percent pay difference could escape the notice of even the most [7]（1. oversight 2. farsighted 3. nearsighted）federal bureaucrat.

A hint of what might be going on begins to emerge when economists study the payroll records of individual firms, using actual employee information that is specific and detailed regarding location of the firm, type of work, employee responsibilities, and other factors. These analyses reveal that the so-called wage gap between men and women is much smaller — typically [8]（1. as much as 2. no more than 3. no less than）5 percent — and often there is no gap at all. The sharp contrast between firm-level data and nationwide data suggests that something may be at work here besides outright gender discrimination.（11 慶應義塾大　総合政策）

[Miller, RL, The Economics of Public Issues, 15th Ed, 2008. Reprinted by permission of Pearson Education, Inc.]

＜語彙＞	＜論理構成＞

［9］ In the 1st paragraph, the author uses the expression “a revolution in the job market” with respect to

１. the number of women in the paid workforce, the type of paid work women are engaged in, and the earnings of women.

２. the nature of the paid workforce, the number of female attorneys and physicians, and a transformation of wages.

３. professional careers for women, a change in the wage rate for women, and the number of attorneys and physicians.

４. the contribution to the labor force, diversity of professional skills, and wealth accumulated by women.

［10］ What is the main point of the 2nd paragraph?

１. Companies should hire more women than men because it can cut labor costs by 20%.

２. Hypothetically, hiring women would bring in more profit to the employer, but the reality is not as simple as that.

３. Due to lower earnings, an increasing number of companies are hiring more women than in the past.

４. The claim that women earn 80 percent of what men earn has no supporting evidence.

［11］ According to the article, what do the nationwide statistics (e.g., the U.S. Census Bureau) reveal?

１. There exists a lasting difference in earnings between men and women not fully accounted for by factors like experience and age.

２. There are a variety of individual factors causing the gender gap in earnings.

３. Gender differences in earnings are not as great as people generally assume.

４. Earnings are distributed according to experience, education, marital status, and age.

［12］ Which of the following best represents the concept of the "old-boy network" as used in the 4th paragraph?

１. A democratic system of within-company communication which exclusively consists of aged colleagues.

２. A predisposition of the male employer which influences his decision of hiring a male or a female.

３. A theory of communication which explains the old-men-flock-together phenomenon in a company.

４. A wisdom of human experience which directs human reasoning in the right direction.

[13]　On the relationship between the law and the gender discrimination, which of the following is not correct, according to the article?

1. It is illegal both in theory and in practice to discriminate in the workforce on the basis of gender.

2. Even the strict law-enforcement agencies can overlook a 20% difference in pay between men and women.

3. If there is statistical evidence for women receiving lower wages, the employer can be accused of discrimination.

4. The law that prohibits gender discrimination in the workforce is enforced by federal agencies.

[14]　What does the comparison between the nationwide data and the payroll records of individual firms show in relation to the wage difference between men and women?

1. Both data confirm that women receive 20 percent less wages than men.

2. The gender difference alone does not account for the wage difference between men and women.

3. The firm-level data are too specific to generalize about gender discrimination in terms of wages.

4. Different interpretations of the data are possible according to the location of the firm, the type of work, employee responsibilities and other factors.

大学別対策講座　慶應義塾大英語　復習テスト　第九回

下線部を日本語に訳しなさい。

１. Given a choice between hiring a man or a woman, the "old-boy network" operates in favor of the man.

男女の雇用の選択肢を（　　　　　　），オールドボーイネットワークが男性に（　　　　　　　　　　　　）。

２. It has been illegal to discriminate in the workforce on the basis of race or gender.

（　　　　　　　　　　　　　　　　　　　　　　　　　　）

３. As interpreted by the courts, the law says that if the statistical appearance of lower wages for women is present in a workplace, the employer is presumed to be guilty of discrimination.

（　　　　　　　　　　　　　　　　　　　　　　　　　　）

空欄に適切な日本語，英語を書きなさい。

4	bureaucrat	
5	so-called	
6	comprise of	
7	outright	
8		代理人
9	median	
10	yield	
11		反映
12	marital	
13	census	
14	observer	
15	enforce	
16	federal	
17	unprecedented	
18		圧倒的な
19	payroll	
20	attorney	
21	physician	

NOTE

第 10 講　　SFC 超長文演習②

次の文章に関して，空所補充問題と読解問題の二つがあります。まず，［1］から［12］の空欄を埋めるのに，文脈的に最も適切な語を選びなさい。次に，内容に関する［13］から［16］の設問は，文章の内容から見て最も適切なものを選びなさい。

That something is actually three things. First, women's pay is extremely sensitive to whether or not they have children. In Britain, for example, where this issue has been studied intensively, the average pay earned by a woman begins to fall shortly before the birth of her first child and continues to drop until the child becomes a teenager. Although earnings begin to［1］(1. revive 2. accumulate 3. level off) once the first child passes the age of twenty or so, they never fully recover. The earnings drop associated with motherhood is close to one-third, and only one-third of that drop is regained after［2］(1. the bottle 2. the container 3. the nest) is empty. American data suggest that the same pattern is present on［3］(1. the coverage 2. this side 3. the region) of the Atlantic.

The parenthood pay declines suffered by women stem from a variety of sources: Some are［4］(1. put on 2. put out 3. put off) the "mommy track," with reduced responsibilities and hours of work; others move to different employers around the time their first child is born, taking jobs that offer more flexible work schedules but offer［5］(1. characteristically 2. unduly 3. correspondingly) lower pay as well.

今日のポイント

< 語彙 >

< 論理構成 >

Overall, a woman with average skills who has a child at age twenty-four can expect to receive nearly $1 million less compensation over her career, [6] (1. as 2. compared to 3. over) one who remains childless. It is worth emphasizing that no similar effect is observed with men. In fact, there is some evidence that men with children are actually paid more than men without children. These findings strongly suggest a fact that will [7] (1. consider 2. show 3. come) as no surprise to most people: Despite the widespread entry of women into the labor force, they retain the primary responsibility for child care at home, and their careers suffer as a result.

The second factor at work in explaining male-female wage differences is occupational selection. Compared to women, men tend to be concentrated in paid employment that is dangerous or unpleasant. Commercial fishing, construction, law enforcement, firefighting, truck driving, and mining, to name but a few, are occupations that are much more dangerous than average and are dominated by men. As a result, men represent 92 percent of all occupational deaths. Hazardous jobs offer what is known as a compensating differential, extra pay for [8] (1. avoiding 2. assuming 3. allowing) the differential risk of death or injury on the job. In equilibrium, these extra wages do no more than offset the extra hazards. So even though measured earnings look high relative to the educational and other requirements of the jobs, appearances are deceiving.

＜語彙＞

＜論理構成＞

After [9] (1. adjusting for 2. minimizing 3. dealing with) risk, the value of that pay is really no greater than for less hazardous employment — but the appearance of higher pay contributes to the measured gender gap.

The third key factor influencing pay is hours of work. Men are more than twice as likely as women to work in excess of fifty hours a week in paid employment. Overall, the average paid workweek for men is about 15 percent longer than it is for women. Men are also more likely than women to be in full-time, rather than part-time, paid employment, and the wage differences here can be huge. Working an average of forty-four hours per week versus thirty-four hours per week, for example, yields more than twice the pay, [10] (1. sensitive to 2. considering 3. regardless of) gender. This substantial gender gap in hours of paid work is due in part to the "mommy track" phenomenon, but the question that remains is, does this constitute discrimination on the part of employers, or is it the result of choices by women?

Although we cannot answer that question definitively, there is reason to believe that some differences in occupational choice are due to discrimination. For example, the highest-paying blue-collar jobs are typically union jobs, and industrial and crafts unions have had a long history of opposition to women as members. Or consider medicine. Women are becoming much more numerous in specialties such as dermatology and radiology, where schedules tend to be more flexible, hours of work can be limited, and part-time practice is feasible.

＜語彙＞

＜論理構成＞

But many physicians would argue that the noticeable underrepresentation of women in the high-paying surgical specialties is partly the result of discrimination against women, [11] (1. thus 2. rather than 3. when) reflecting the occupational choices preferred by women. If this argument is correct, then even if women in a given specialty are paid the same as men in that specialty, the exclusion of women from high-paying slots will lower their average wages and make them worse off.

The extent of gender discrimination in the workplace is [12] (1. assumed 2. inclined 3. unlikely) to be definitively settled anytime soon. Measured earnings differences, even those that account for experience, education, and other factors, clearly overstate the true pay gap between equally qualified men and women. Just as surely, however, given the heavier parenting demands typically made on women, even when they receive equal pay, it is not for equal work.

[Miller, RL, The Economics of Public Issues, 15th Ed, 2008. Reprinted by permission of Pearson Education, Inc.]

(11 慶應義塾大　総合政策)

< 語彙 >

< 論理構成 >

［13］ According to the 1st and 2nd paragraphs, which of the following is correct about the relationship between motherhood and women's pay?

１. In Britain, having a child is a major cause for the drop of women's pay, while in America, the situation is less obvious.

２. Women's earnings start to drop after the birth of a child and go up gradually until they reach the original level.

３. Women with children are paid less than women without children because the former prefer more flexible work schedules.

４. With the entry of more women in the labor force, the wages of women with children will naturally increase.

［14］ Which of the following accords with the author's claim about male-female wage differences with respect to occupational selection?

１. Men take dangerous jobs more often than women, and as a result, men receive more money than women, thus yielding an obvious advantage for men.

２. Men receive extra wages for dangerous jobs, and the appearance of higher pay gives us a false impression that their wages are higher than women's.

３. If women select dangerous and unpleasant jobs, they will receive the same pay as men receive for such jobs.

４. We will take it for granted that there exist gender differences in wages as long as men tend to work in hazardous situations.

[15]　The “mommy track” phenomenon is mentioned to explain gender differences in terms of hours of paid work. It refers to

1. a working condition under which women with children can continue working with less required hours of work.

2. a work-sharing system for women who would rather cut their own hours than see a friend lose her job.

3 a career course for women who want to work on schedules adjustable according to their own need.

4 a type of work designed for mothers who want to take their children to their workplaces.

[16]　Which of the following is not mentioned in the 7th and 8th paragraphs?

1 Surgeons are predominantly men because women tend to choose more flexible and less demanding work such as dermatology and radiology.

2. Some jobs have unions which tend to exclude women from becoming their members, and consequently, it is hard for women to choose those jobs.

3 Women are expected to take on heavier parenting demands, which put women in an unequal position even if they are given equal pay.

4 It is difficult to demonstrate clearly how and to what extent gender discrimination exists in the workplace.

大学別対策講座　慶應義塾大英語　復習テスト　最終回

下線部を日本語に訳しなさい。

1. The earnings drop associated with motherhood is close to one-third.

（　　　　　　　　　　　　　　）所得の下落は３分の１（　　　　　　　　）。

2. The parenthood pay declines suffered by women stem from a variety of sources.

（　　　　　　　）母親の賃金の（　　　　）は（　　　　　　　　　　　　　）。

3. It is worth emphasizing that no similar effect is observed with men.

似たような影響は男性には見られないと（　　　　　　　　）。

* この文の it の役割は？　　　　　（　　　　　　　　）

4. Despite the widespread entry of women into the labor force, they retain the primary responsibility for child care at home.

（　　　　　　　　　　　　　　　　　　　　　　　　　），彼女達は家庭で子育ての（　　　　　　　　　　　　　）。

5. In equilibrium, these extra wages do no more than offset the extra hazards.

（　　　　　　　　），このプラスの賃金は，余計な（　　　　　　　　　　　）を（　　　　　　　　）。

空欄に適切な日本語，英語を書きなさい。

6	qualify	
7	feasible	
8	correspondingly	
9	enforcement	
10		支配する
11	opposition	
12	deceiving	
13		貢献する
14	in excess of	
15	substantial	
16	constitute	
17	flexible	
18	surgical	
19	intensively	
20	overstate	

大学別対策講座　慶應義塾大英語　解答編

本講座では，解答編もただ答えを載せるものではなく，徹底して受講生の復習を意識した構成にしました。

文法編では，何を覚えるかを明らかにするInput Sheetを掲載して，一問一答形式で，反復演習できる形式にしました。授業では，頭を使う，理解する，それを定着するには，皆さんの反復作業が不可欠です。頭を使って，繰り返す，これが理想の英語の勉強法です。

読解編では，各講の最後に，重要語彙リスト，音読用の白文を掲載しました。必ず授業後に，①全文構文把握　⇒　②単語・熟語の暗記　⇒　③本文音読10回を繰り返してください。音読用白文の表題の所に，①～⑩までの数字を明記してますので，1回音読するごとに，数字に斜線を入れて，必ず一つの文を10回音読してください。音読こそが，全ての道を切り開いてくれます。

復習こそが，英語学習で最も重要なポイントです。10講分終えた後の充実感，英語の力の圧倒的向上を楽しみに，頑張って下さい。

肘井　学

※掲載内容について

本書に収録された解答・解説はスタディサプリが独自に作成したものです。

慶應義塾大英語　第１講　解答

1. head	2. face	3. shoulder	4. back	5. capital
6. leave	7. due	8. address	9. reflect	10. line
11. observe	12. cast	13. fine	14. once	15. figure
16. air	17. forward	18. assume	19. character	20. yield

Input Sheet

1	head の意味	head for で進む
	～が全く分からない	cannot make head or tail of ～
2	face の意味	face up to ～　を直視する
		in the face of ～　～にもかかわらず
3	shoulder の意味	shoulder responsibility
		責任を引き受ける
4	back の熟語× 2	turn one's back on ～　～に背を向ける
		back and forth 前後に
5	capital の意味× 3	首都，資本，大文字
6	申し分ない	leave nothing to be desired
	leave の名詞× 2	許可，休暇
7	due の意味× 3	due to ～　～が原因で，支払い期限の，到着予定の
8	address，住所以外の意味	取り組む，演説する
9	reflect の他動詞	反映する
	reflect の自動詞（reflect on）	熟慮する
10	line の意味× 3	電話線，仕事（の線），路線
	お仕事は何ですか？	What line of work are you in?

11	observe × 3	観察する
		（観察したことを）述べる
		順守する
12	cast doubt on	～に疑問を投げかける
13	fine の意味	細かい，罰金
14	at once A and B	A と B 両方
15	figure の意味× 5	数字，人物，姿，図形，figure out 理解する
16	build castles in the air	空中楼閣を作る
	put on airs	気取る
17	forward の意味	前に，転送する
18	assume の用法× 3	思い込む，責任を引き受ける，態度を取る
19	character の意味× 3	文字，性格，登場人物
20	yield の意味× 3	与える，生み出す，yield to で屈する

慶應義塾大英語　第２講　解答

＜解答＞

⑴ ③　⑵ ④　⑶ ③　⑷ ④　⑸ ④

⑹ ③　⑺ ④

＜全訳＞

私たちは何かに参加すればするほど，それだけ多く自分たちの考えややり方が一緒ではない人々と関わり合うことになる。この事実は生きていく上での重要な価値を備えている。というのは，複雑なシステムで，よく多様性と呼ばれる相違は，変革と敏感さの主要な源 ― すなわち生存のための主要な源となるからである。今日の不安定な世界で，我々の成功を助けてくれるような新しい考えの供給をますます必要としているその時代にこそ，世界中の多様な人々が互いに混ざり合い始めていると言うことができる。

例えば，人種，性別，民族性，文化などの明らかなものも含めて多くの多様性の源がある。これらの領域に取り組むのには十分な歴史的理由がある。人種差別，性差別，民族的および文化的差別はすべて権威主義と密接に結びついてきた。しかし，過去の差別を改善する際には，私たちは，人々を分類する分離主義のもう一つの形態を認めないように注意しなければならない。

多様性の問題は，お互いの文化や違いを知るようになることによっては解決しない。確かに，私たちにはさまざまな相違点が実際にあるが，人々は自分たちの文化や違いを他人に教えられそうにはない。より有効な方法は，みんながある状況にその人自身の独自性をもたらすのだということを受け入れ，学習という課題に対して先入観のない子供のような好奇心を取り入れることである。それぞれの状況で，私たちは異なる観点や考え方を探る機会を手にできる。この探求と学習の姿勢は，誰かの文化を知ったり，その人の過去の経験を理解したりすることよりも，ずっと重要だ。

多様性を受け入れ，大切にすることは簡単ではない。私たちのそれぞれが時とともに，その人自身の個人的な「真実」となっている考え方や価値観を作り上げている。異議や新しい考え方に心を開いたりするにはたくさんの自信を必要とする。それがまたおそらく難しいのは，他者の違いを受け入れることが，自分たち

自身の中にある多様性を認め，受け入れなければならないことを意味するからでもあるだろう。

多様性を受け入れることは，明白な問題を超えたところにある。参加型の組織に属する人は，職務上の境界や地位を超えて仕事をしなければならない。財務担当者とマーケティング担当者，あるいは副社長と技師が一緒に仕事をしようとする時に多様性をうまく扱うことに関する最も厄介な課題のいくつかが生じる。同じことが客と供給者との間の関係にも当てはまる。これら2つのグループはめったに同じ要求や，同じ仕事のプロセスをもつことはない。しかし，職場内での相互の頼り合いや参加が増えれば，必ず，非常に多様な仕事の文化が接触することになる。最善の解決法は，一つの文化を作ることではなく，個々の文化の違いを理解し，尊重し，そこから利益を得ることである。たとえそれが関連しておこる衝突とともに働くことを意味するものだとしても。

私たちが参加型の世の中へと移行するにつれ，他人の立場や考えや貢献を尊重する能力がますます重要になってくるだろう。この能力は，多様性を尊重できるようになることを意味する。しかし，それはまた私たちに，違いを超えた視点をもち，考えられうる全体像を見ることを要求している。コンピュータが作った画像は役に立つ実例を提供してくれる。3D映像を見るために，絵の表面の中をのぞきこみ，そしてその先を見ることを要求する類の新しい3次元の画像の一つを見る時，私たちは多様性を尊重することの本質を体験する。私たちが3D映像を見ることができるのは，それを意識的に理解しようとせず，その画像を構成している数百の小さな部分を結びつけようとしない時だけなのだ。その絵の全体は複雑さの中に存在しているが，それは，部分部分の総和より大きいだけでなく，その一つ一つの部分とも異なっている。しかし，この部分がなければ，全体像は存在することも見ることもできなくなるだろう。

第２講　重要語彙リスト

1	interact	相互にかかわる	23	daunting	困難な
2	approach	方法	24	be involved in	～に関わる
3	refer to A as B	A を B と呼ぶ	25	finance	財政
4	diversity	多様性	26	vice ～	副～
5	innovation	革新	27	operator	技師
6	responsiveness	敏感さ	28	seldom	めったに～ない
7	mingle	混じり合う	29	requirement	要求
8	volatile	不安定な	30	interdependence	相互依存
9	ethnicity	民族性	31	inevitably	必ず
10	address	取り組む	32	solution	解決策
11	discrimination	差別	33	conflict	争い
12	associated	関連する	34	contribution	提案（貢献）
13	categorize	分類する	35	call on O to do	O に～するように要求する
14	resolve	解決する	36	wholeness	全体
15	nonjudgmental	偏見のない	37	generate	発生させる
16	curiosity	好奇心	38	comparison	実例（比喩）
17	perspective	見通し	39	require O to do	O に～するように要求する
18	treasure	大切にする	40	figure out	理解する
19	acknowledge	認める	41	compose	構成する
20	extend	広がる	42	complexity	複雑さ
21	institution	組織	43	sum	総和
22	boundary	境界			

第２講　音読用白文　　①　②　③　④　⑤　⑥　⑦　⑧　⑨　⑩

The more we participate, / the more we interact with people who do not share our views and approaches. This fact has important survival value, / for variety — often referred to as diversity — / is a major source of innovation and responsiveness — survival — in a complex system. We could argue that diverse people from around the world / are beginning to mingle just at the time / when we need an increased supply of new ideas / to help us succeed in today's volatile world.

There are many sources of diversity, / including the obvious : race, gender, ethnicity, and culture. There are good historical reasons for addressing these areas. Racism, gender discrimination, and ethnic or cultural differentiation / have all been closely associated with authoritarianism. However, in remedying the discrimination of the past, / we must be careful not to endorse another form of separatism, / one that pigeonholes and categorizes people.

We do not resolve diversity issues / by getting to know one another's culture or differences. It is true that we do have differences, / but it is unlikely that people can teach their culture and differences to others. A more useful approach is to accept / that everyone brings his or her own uniqueness to a situation / and to adopt a nonjudgmental and childlike curiosity to the challenge of learning. Each situation gives us an opportunity / to explore different perspectives and points of view. This attitude of exploration and learning is much more important / than knowing someone's culture or understanding his or her past experiences.

It is not easy to accept and treasure diversity. Each of us over time develops views and values / that become his or her own personal "truths". Opening up to challenge and new perspectives / takes a lot of self-confidence. It is probably also difficult / because accepting the differences in others means / that we must acknowledge and accept the diversity within ourselves.

The acceptance of diversity extends beyond the obvious issues. People in a participative institution must work across functional boundaries / and across levels. Some of the most daunting challenges involved in managing diversity occur / when the finance and marketing people or a vice president and an

operator try to work together. The same is true of relationships between customers and suppliers. The two groups seldom have the same requirements / and work processes. Yet / increasing the interdependence and participation within a workplace / inevitably brings very diverse work cultures into contact. The best solution is not to create one culture / but to understand, value, and benefit from the differences of individual cultures, / even if it means working through and with the associated conflict.

As we move into the participative world, / the capacity to respect the situation, views, and contributions of others / will become increasingly important. This capacity means learning to value diversity. But it also calls on us / to look beyond differences and to see the wholeness that is possible. Computer-generated art / provides a useful comparison. When we look at one of the new three-dimensional drawings / — the kind that requires us to look into and beyond the surface of the picture / to see the 3-D image within / — we experience the essence of valuing diversity. We can see the 3-D image / only if we do not try to figure it out consciously / and only if we do not try to connect the hundreds of little parts / that compose the drawing. The whole picture lies within the complexity, / but it is not only greater than the sum of its parts, / it is also different from its parts. Yet without the parts, / the whole could neither exist nor be seen.

慶應義塾大英語　第３講　解答

1．② ⇒ is made clear
2．③ ⇒ is a legacy
3．③ ⇒ has happened
4．② ⇒ seems
5．① ⇒ with another measure
6．④ ⇒ tourist spots
7．① ⇒ child
8．② ⇒ was handled
9．④ ⇒ lags far behind
10. ③ ⇒ three-quarters
11. ① ⇒ Three-year-old boys
12. ④ ⇒ two-week
13. ② ⇒ heavy machines
14. ④ ⇒ oysters
15. ④ ⇒ information
16. ② ⇒ good luck
17. ① ⇒ as coldly as
18. ③ ⇒ surely
19. ③ ⇒ hardly any room for
20. ② ⇒ almost all of the students, most of the students
21. ③ ⇒ most（of the）people
22. ① ⇒ Almost all the, Most

Input Sheet

1	much の名詞は単数か複数か	単数
2	another の特徴	another+ 単数名詞，単数扱い
3	one of ～の特徴	～に複数名詞
4	三つの e の特徴	each, every, either で + 単数名詞，単数扱い

5	不可算名詞の特徴	many, few は×，much little は○
	〃　の種類×３	① 全部一まとめ　② 物質名詞　③ 抽象名詞
	①のグループの名詞×５	money, baggage（luggage）, furniture, machinery, scenery
	②のグループの名詞×４	milk, water, paper, bread
	③のグループの名詞×５	information, homework, advice, news, luck
6	３分の２	two-thirds
7	８歳の少年	8-year-old boy
8	hardly の特徴	ほとんどない，否定語，hardly any で使う
9	almost の特徴	副詞なので almost of, almost 名詞は×
10	most of 〜の特徴	〜を the などで，限定する

復習テスト解答　第三回

１. ① ⇒ can it be に訂正

２. ② ⇒ changes through に訂正

３. ④ ⇒ and other greenhouse gases に訂正

４. ① ⇒ buildings に訂正

５. ④ ⇒ all に訂正

６. ① ⇒ 16-year-old に訂正

７. ③ ⇒ luckily に訂正

８. ③ ⇒ wrongly addressed envelopes に訂正

９. ④ ⇒ more recently に訂正

10. ④

慶應義塾大英語　第４講　解答

<解答>

(i)　(1) ③　(2) ②　(3) ①

(ii)　(4) ③　(5) ④　(6) ①　(7) ③　(8) ②

<問題と選択肢の訳>

(i) 本文に合うように，それぞれの空所に最も適する表現を選びなさい。

(1) 解答は［　(1)　］。

① 〜を狙って　② 〜に終わって　**③ 〜ように**　④ 〜のような

(2) 解答は［　(2)　］。

① 彼らのほとんど　**② 他のみんな**

③ 他の人　④ 少数の敵対者

(3) 解答は［　(3)　］。

① 実際には　② それにもかかわらず

③ 〜場合にそなえて　④ さらに悪いことに

(ii) 本文に合うように，それぞれの問題に最適な答えを選びなさい。

(4) 次のうち，著者の(4)信念体系に関する考えと合致するのはどれか。解答は［　(4)　］。

① 人々の信念体系は本来矛盾している

② 信念体系の違いは，意見が一致するのに不可欠だ

③ 人々は，自身の信念体系の中で，矛盾した意見を抱える可能性がある

④ 誰の信念体系が正しいかを決めるのは，実りのある議論のために必要だ

(5) 第５段落で，著者は［　(5)　］**を除いた**次の要点のすべてを述べている。

① 私たちは，論理的な過程よりもスピードを優先する傾向にある世界で暮らしている

② 微妙な詳細や暗示が，性急な議論では無視されることが多い

③ 感情によって，議論の筋道が，聞く側にとってより分かりやすくなることがある。

④ 洗練された論理的な議論は，たいていは緊急の処理を加速させる

(6) 次のうち，第６段落で言及された(6)<u>より高度な問題</u>を最も良く説明しているものはどれか。解答は［ (6) ］。

① 私たちが架け橋を必要とするかどうかという問題は，どうやってそれらを造るかという問題に先行する

② 架け橋を造る方法という問題は，私たちがそれらを必要とするかどうかという問題に先行する

③ 架け橋を造ることは，その重要性が疑いのないとき，ほとんどの人に恩恵を与える

④ 架け橋を造ることは，その重要性が疑わしいとき，ごくわずかの人にしか恩恵を与えない

(7) 次のうち，人を異なる意見と結び付けることに関する著者の見方と一致しているのはどれか。解答は［ (7) ］。

① 他人に悩まされたくない人は，自ら課した孤独の中で生きることが許されるべきだ

② 私たちが意見の合わない人との関係を深めるのに，感情は論理ほど役には立たない。

③ 人間同士の「区分」と思われているものは，黒か白かの考えによって形成されている幻想であることが多い。

④ 論理は，多くの矛盾する観点を理解することではなくて，正しいか間違っているかを理解することに関するものだ

(8) 次のうち，著者の主張をもっともよく要約したものはどれか。解答は［ (8) ］。

① 論理は，私たちの毎日の経験の微細な違いを隠して，私たちを解決の方へと押しやる

② 論理と感情が合わさることで，私たちは人間が持つ複雑さを理解し，効果的にコミュニケーションを取ることができる

③ もし私たちが感情より論理を優先するなら，２つの対立する集団間の議論の間違いをなくすことができる

④ 私たちの議論は，支離滅裂であったり非論理的であったりしないように，自分たちの信念体系にしっかりと基づいている必要がある

＜全訳＞

私は，論理的な要素と感情的な要素が一緒に混ざり合った良い議論をもっと見てみたい。良い議論とは，完全にすきのない論理的証明があるのでよく書かれた数学の論文のようだが，また私たち人間が，一歩一歩論理を理解するだけではなく，その考えを通じて，手探りで進めるように，その考えの概略を述べた良い説明がある。良い議論は，また一見すると論理が私たちの直観と相反するような外見上の矛盾にも取り組む。

もし私たちがある議論でお互いに意見が合わないなら，重要な最初のステップは，意見の不一致の本当の原因を見つけることだ。私たちは，その議論の両方の側の長い論理の鎖をたどって進むことで，これをすべきだ。次に，私たちは異なる立ち位置の間にある種の懸け橋を造るべきだ。私たちは，抽象的に物事を見る力を利用して，実際には同じ主義上にある，あいまいな領域の異なる部分にいるにすぎないことを理解しようとするべきだ。それから，私たちは自分の感情を使って，感情的な立ち位置を理解し，私たち全員が出会える場所にゆっくり少しずつ進もうとするべきだ。

良い議論とは，根本的に，私たちの主な目標がみんなを理解することにあるような議論だと，私は考える。それが，実際にはどの程度の頻度で当てはまるのか。残念ながら，ほとんどの場合，人々は相手を打ち負かすことを目標にして議論をする，すなわち，ほとんどの個人が自分たちは正しく，他のみんなが間違っていることを証明しようとする。私は，これが主要な目的としては生産的ではないと思う。私は，以前はみんなと同様にこの罪を犯していたが，議論は実際には必ずしも競争でなくてもよいと認識するようになった。私たちは，必ずしも一方の人が正しくて，他方の人が間違っているという事例ばかりではないという明らかな真理を理解しなければならない。むしろ，人の意見が異なるとき，異なる信念体系を反映したものであることが多い。彼らの意見は，お互いに相反するかもしれないが，たいていは彼ら自身の内部での論理性がある。たとえそうであっても，このために，人々が自分の信念体系の中で，矛盾した意見を持つことができないことはない。

あまりに多くの議論が，攻撃と反撃の応酬に転じてしまう。しかし，良い議論では，誰も攻撃されているとは感じない。人は，異なる意見や異なる観点によっ

て脅迫されているとは感じない。特定の議論に参加する人全員が，このような安全な環境を作るのに責任を持つべきだ。私は，いかなる不和が生じうる状況でも，できる限り自分に「これは競争ではない」と言い聞かせる。そして，実際に競争であることはほぼない。

良い議論では，実際に感情が呼び起こされるが，おどしたり，けなしたりすることに対するものではない。それは，人とつながりを作り，論理が人の頭だけではなく心に入る道を作るための感情を呼び起こす。このことは，お互いに皮肉な意見を言い合って，議論を終わらせる「決定打」を放とうとすることよりも時間がかかる。論理はゆっくりで，素早い決断をする必要があるとき，使えないことがある。しかし，緊急時でないときは，私たちはゆっくりと議論をすべきだ。残念ながら，世界は物事をどんどん速く進める傾向にあって，集中する時間がますます短くなり，誰かが「恐れ入りました」とか「一件落着」と宣言できるように，280 文字で，あるいは面白い絵文字付きの短いコメントで，はたまた正しかろうとそうでなかろうと気の利いた 1 行で人を説得するプレッシャーの下に置かれることになる。しかし，これは微妙な差異や調査，あるいは私たちがどのように賛成しているか反対しているかを理解する余地をほとんど残さない。懸け橋を造る時間がほとんど残らないのだ。

私は，私たち全員に，意見が異なる人と自分たちとをつなぐ架け橋を造ってもらいたい。しかし，架け橋を欲さない人はどうだろうか。本当に違う意見を持ちたい人は？　ここで，私たちは，より高度な問題にぶつかる。すなわち，私たちはそもそも架け橋を造る希望など抱く前に，まずは人々を説得してその架け橋を欲するようにし向けなければならない。

社会に属する人間として，お互いとの関係こそ，まさに私たちが持っているすべてなのだ。もし私たちみんなが，孤独に暮らす隠者なら，人類は今いる場所に到達できなかっただろう。人間のつながりは，たいていは感情的なものとみなされ，論理はたいていは感情から切り離されて，それゆえに人間性から切り離されているものとみなされている。しかし，私は論理が，感情と結び付いて使われたら，私たちが，人間同士のより良く，より思いやりにあふれた関係を築く助けになるとかたく信じている。そして，私たちはそれを微妙な方法で行わなければいけない。白か黒かの議論は，分断や極論を招いてしまう。論理と感情の区分や異なる意見の区分は，人為的で誤解を招くものだ。

私たちは，この地球上で共存しようとしている他の人間との無駄な戦いに，身を投じるべきではない。そして，私たちは論理を感情と戦わせてはいけない。良

い議論は戦いではない。それは競争ではない。それは共同作業の技術だ。論理と感情が共に働くことで，私たちはより良い考え方ができるようになり，それゆえに世界やお互いに対して，可能な限り最大の理解ができるようになるだろう。

第 4 講　重要語彙リスト

1	argument	議論	26	invoke	呼び起こす
2	fuse	融合する	27	intimidation	脅迫
3	watertight	すきのない	28	belittlement	けなすこと
4	sketch out	概略を述べる	29	sarcastic	皮肉な
5	feel one’s way	手探りで進む	30	fire	～を浴びせる
6	step by step	一歩一歩	31	fail O	O の役に立たない
7	address	取り組む	32	emergency	緊急事態
8	inconsistency	矛盾	33	attention span	集中力が続く時間
9	seemingly	一見すると	34	brief	短い
10	contradict	相反する	35	accompany	～に伴う
11	intuition	直観	36	one-liner	1 行ジョーク
12	abstract	抽象的な	37	blown	（ヒューズなどが）とんだ
13	principle	主義	38	mic drop	マイクを落とす
14	engage	雇う	39	meta	より高度な
15	grasp	理解する	40	hermit	隠者
16	edge	じわじわ進む	41	isolation	孤独
17	at root	根本で	42	humanity	人類，人間性
18	defeat	打ち負かす	43	firmly	かたく
19	primary	主要な	44	compassionate	思いやりのある
20	reflection	反映	45	artificial	人為的な
21	belief system	信念体系	46	misleading	誤解を招く
22	turn into	～に変化する	47	futile	無駄な
23	counterattack	反撃	48	coexist	共存する
24	given	特定の	49	collaborative	共同作業の
25	divisive	対立を生む			

第４講　音読用白文　①　②　③　④　⑤　⑥　⑦　⑧　⑨　⑩

I want to see more good arguments in which logical and emotional elements fuse together. A good argument is like a well-written mathematical paper, as it has a fully watertight logical proof, but it also has a good explanation in which the ideas are sketched out so that we humans can feel our way through the ideas as well as understand the logic step by step. A good discussion also addresses apparent inconsistencies in which the logic seemingly contradicts our intuition.

If we disagree with each other in an argument, the important first step is to find the true root of disagreement. We should do this by following long chains of logic on both sides of the argument. Next, we should build some sort of bridge between our different positions. We should use our ability to see things in the abstract to try and understand that we are really just at different parts of a gray area on the same principle. We should then engage our emotions to grasp where we are emotionally and try and edge slowly to where we all can meet.

I think a good argument, at root, is one in which our main aim is to understand everyone. How often is that actually the case? Unfortunately, most of the time, people argue with the goal of defeating others — most individuals are trying to prove that they are right and everyone else is wrong. I don't think this is productive as a primary purpose. I used to be guilty of this as much as anyone, but I have come to realize that discussions really don't have to be competitions. We must first grasp the obvious truth that it is not necessarily the case of one person being right and the other being wrong. Rather, when people disagree, it is often a reflection of differing belief systems. Their opinions may contradict each other but they usually have their own internal logic. That said, this does not prevent people from holding inconsistent opinions within their own belief systems.

Too many arguments turn into a cycle of attack and counterattack. In a good argument, however, nobody feels attacked. People don't feel threatened by a different opinion or a different point of view. All those participating in a

given discussion should be responsible for creating this kind of safe environment. I tell myself as much as possible in any potentially divisive situation, “It’s not a competition.” And, in fact, it almost never is a competition.

A good argument does invoke emotions, but not for intimidation or belittlement. It invokes emotions to make connections with people, to create a path for logic to enter people’s hearts, not just their minds. This takes longer than throwing sarcastic comments at each other and trying to fire the “killer shot” that will end the discussion. Logic is slow and can fail us when we need to make a quick decision. When we are not in an emergency, however, we should have slow arguments. Unfortunately, the world tends to drive things faster and faster, with shorter and shorter attention spans meaning that we are under pressure to convince people in 280 letters, or in a brief comment accompanying an amusing picture, or in a clever one-liner — correct or otherwise — so someone can declare “mind = blown” or “mic drop.” But this leaves little room for nuance or investigation, or for understanding how we agree and disagree. It leaves no time for building bridges.

I would like us all to build bridges to connect us to people with whom we disagree. But what about people who don’t want bridges? People who really want to disagree? Here we have a meta problem. In other words, we first have to persuade people to want those bridges, before we have any hope at all of building them.

As humans in a community, our connections with each other are really all we have. If we were all hermits living in isolation, humanity would not have reached the place it has. Human connections are usually thought of as being emotional, and logic is usually thought of as being removed from emotions and thus removed from humanity. But I firmly believe that logic, used in conjunction with emotions, can help us build better and more compassionate connections between humans. And we must do it in a nuanced way. Black-and-white arguments cause division and extreme viewpoints. The division between logic and emotions, or that between different opinions, is artificial and misleading.

We should not place ourselves in futile battles against other humans with whom we are trying to coexist on this earth. And we should not let logic battle

against emotions. A good argument is not a battle. It's not a competition. It's a collaborative art. With logic and emotions working together, we will achieve better thinking, and thus the greatest possible understanding of the world and of each other.

復習テスト解答　第四回

１. ④
２. ①
３. ③
４. ③
５. ④
６. ①
７. ③
８. ③
９. ④
10. ②

慶應義塾大英語　第５講　解答

1.	②	2.	③	3.	④
4.	④	5.	③	6.	③
7.	③	8.	②	9.	④
10.	②	11.	④	12.	④
13.	③	14.	②	15.	④
16.	②	17.	②	18.	②
19.	①	20.	④	21.	②
22.	①	23.	①	24.	④
25.	④				

Input Sheet

1	head over heels	完全に
2	at one's wit's end	途方に暮れて
3	practice medicine	医者を開業する
4	draw up	止まる
5	feed A with B	A に B を与える
6	be fed up with ～	～にうんざりしている
7	well off	裕福だ
8	非難の abc	accuse A of B, blame A for B, charge A with B
9	blame の語法× 3	blame A for B, blame B on A, be to blame for ～
10	doubt と suspect の区別	doubt=don't think that ～ .
		suspect=think that ～ .
	don't doubt that ～ .	確実に～と思う
11	考えが人に浮かぶ× 3	It struck 人 that ～ . It occurred to 人 that ～ . 人 hit upon 考え .

12	許す× 2	excuse A for B, forgive A for B
13	thank 型	thank A for B
		be grateful to A for B
14	ほめる× 2	praise A for B, admire A for B
15	叱る，罰する	scold A for B, punish A for B
16	become O	O に似合う
17	words fail O	言葉が出てこない
18	have a good command of ～	～を自在に扱える
19	S command a fine view of ～.	S から素敵な景色が見渡せる
20	自動詞の matter	重要だ
21	自動詞の do	大丈夫だ
22	自動詞の pay	割に合う
23	自動詞の hold	（天気が）続く
24	treat A to B	A に B をごちそうする

慶應義塾大英語　第６講　解答

＜解答＞

⑴ ②　⑵ ③　⑶ ④　⑷ ③　⑸ ②

⑹ ①　⑺ ④

＜全訳＞

消費者の環境問題への取り組み，姿勢，行動の度合いによって，グリーンマーケット（環境保護に関連する市場）は分類される。ローパー協会は，アメリカにおいて，緑の（環境に配慮した行動をする）消費者を五つのグループに分類している。まず始めに，「true-blue green（忠実で環境意識の高い）」消費者は，自分たちの行動が環境に影響を与えると強く信じている。彼らは，より多くのお金を環境に優しい製品に投資することをいとわないし，リサイクルや食べ残しを肥料に再利用するといった環境保護活動に，すすんで参加する。こうした人々は，環境問題に対してもっとも意識の高い消費者グループで，信頼のおける，環境への意識が高い企業からしか環境に優しい製品を買わないようにしている。第二に，「greenback green（環境のために出費を惜しまない）」消費者は，より高価な環境に優しい製品にお金を使うが，すすんで環境保護活動には参加しない。自分たちのライフスタイルを守るために，こうした消費者は金銭の手段を通じてのみ環境保護活動に参加する。第三に，「sprouts（環境問題に中立な人）」は，環境規制を支持する，環境に優しい消費者だ。しかし，こうした人たちが環境に優しい製品により多くのお金を費やす可能性はより低くなる。第四に，「grousers（環境問題に関わりを持たない人）」は，環境問題を解決するのは自分たちの責任ではないと考えている。この消費者グループは，出費がより高くなるのを避けるために，環境に優しい製品よりも普通の製品を選択する。最後は「basic brown（環境問題に無関心な人）」のグループで，個人的，商業的，政治的努力では，どれだけやっても環境問題を解決できないと信じている。

モンタギューやムカルジーが主張するように，緑の消費者たちは環境を守り環境にプラスとなる製品を望むが，自分たちの生活の質を犠牲にしたり，ライフスタイルを変えたりはしない。ヴァーミリオンやパートによると，消費者たちが，それが環境に優しいという特質のためだけに製品を購入する可能性は低いとい

う。製品は，安全性，健康志向，コスト効率といった付加的なメリットも含んでいなければならない。同様に，研究によると，消費者は環境保護を謳った，あるいは生態系に優しいといった特質に代えてまで，利便性や有用性，値段，質，性能といった製品の特質を犠牲にすることはないとわかっている。その代わりに，ほとんどの消費者が環境に優しい製品を購入しようと考えるには，環境に優しい製品もそうではない製品も，これらの特質においては同等であると思われなければならない。

さらに緑の消費者は，大企業や大口の広告主に対して不信感や偏見を抱いているかもしれない。グリーンゲージの報告によると，調査対象の消費者の55%が，環境に優しい特質を謳った製品は，実際には何も環境に優しい特質を持っていないと信じていた。この緑の消費者グループは，マーケティング担当者たちにとっては最大の課題となりうる。それゆえに，なぜいわゆるミレニアルズが環境に優しい製品を採り入れないかを理解しようとする調査が重要である。というのも，環境に優しい製品を購入しない層を，購入する層へと変える可能性を持つ，マーケティング上のコミュニケーション戦略を明らかにしてくれるからである。

21世紀になって，ミレニアル世代，すなわち18歳から34歳の人々から成る新しい人口区分が導入された。ミレニアルズはきわめて多様で，教養があり，科学技術の実際的知識があると言われている。一部の調査によると，この消費者集団はもっとも環境意識が高いことがわかっている。カレッジ・エクスプローラーによると，調査対象の大学生の33%が，社会と環境に優しいブランドを好んでいる。調査によると，教養のある消費者たちは，製品が健康や地域社会，環境に与える長期的な影響についてますます心配していることもわかっている。

ミレニアル世代に対するマーケティングによって，多くの企業にとって利益を上げるビジネスチャンスが作り出される。実際に，この消費者の世代は，マーケティング担当者にとって，543億ドルのビジネスチャンスになると推定されている。ミレニアルズを引きつけるのが重要なのは，より若い消費者が仲間や家族の購買にも影響を与える可能性があるからだ。仲間との関係は，ブランドの好みといった集団の基準に従う社会的な圧力を作り出し，西洋の社会では，社会的圧力が環境に配慮した成人の購買行動にも重要な影響があるとわかっている。

さらに，この消費者の世代は，もっとも教養があるかもしれないのだ。ピュー・リサーチセンターによると，親が大学レベルの教育まで達するよう圧力をかけたり，現在の不景気によって仕事がなかったりするために，ミレニアルズは学校に留まることになるだろう。不景気は若い世代に影響を与えて個人消費を減らすが，

ひとたび経済が良くなれば，ミレニアルズはおおいに個人の貯蓄を増やしているだろう。さらに，教育によって，ミレニアルズは環境に優しくなるメリットにますます気付くようになるかもしれない。

第６講　重要語彙リスト

1	commitment	関わり，専念	21	harbor	抱く
2	categorize	分類する	22	bias	偏見，先入観
3	engage in	参加する	23	allege	提示する
4	ecological	環境保護の	24	so-called	いわゆる
5	leftover	食べ残し	25	tactics	戦略
6	fertilizer	肥料	26	switch	変える
7	conscious	意識のある	27	introduce	導入する
8	trustworthy	信頼できる	28	demographic	人口統計学の
9	means	手段	29	comprise of	～から成る
10	regulation	規制，制限	30	diverse	多様な
11	responsibility	責任	31	peer	仲間
12	segment	区分	32	norm	基準
13	commercial	商業上の	33	attain	達成する
14	sacrifice	犠牲にする	34	recession	不景気
15	attribute	特質	35	current	現在の
16	availability	有用性	36	expenditure	出費，支出
17	in place of	～の代わりに	37	once S V,	一度 S が V すると
18	deem	思う	38	accumulate	蓄積する
19	equivalent	同等の	39	savings	貯蓄
20	in regard to	～に関して	40	furthermore	さらに

第６講　音読用白文　①　②　③　④　⑤　⑥　⑦　⑧　⑨　⑩

The consumer's level of commitment to environmental issues, attitude, and behavior divides the green market. The Roper Organization categorizes five green consumer segments in the USA. First, "true-blue green" consumers strongly believe that their actions have an impact on the environment. They are willing to invest more on green products and willingly engage in ecological activities, like recycling and reusing leftover food for fertilizer. They are the most environmentally conscious consumer group and will make certain to purchase green products only from trustworthy, environmentally conscious companies. Second, "greenback green" consumers invest in more expensive green products, but are not willing to engage in environmental activities. In order to protect their lifestyle, these consumers only engage in environmental activities through monetary means. Third, "sprouts" are green consumers that support environmental regulations. Yet, they are less likely to spend more money on green products. Fourth, "grousers" believe that it is not their responsibility to solve environmental issues. This consumer group chooses regular products over green products to avoid higher costs. Finally, the "basic brown" segment believes that no amount of personal, commercial, or political effort can solve ecological problems.

As argued by Montague and Mukherjee, green consumers want products that will protect or benefit the environment, yet, they will not sacrifice the quality of their lives or change their lifestyles. According to Vermillion and Peart, consumers are not likely to purchase a product only for its environmentally friendly attributes. A product must also contain an added benefit, such as safety, health, or cost efficiency. Likewise, research indicates that consumers will not sacrifice product characteristics such as convenience, availability, price, quality, and performance in place of green or eco-friendly characteristics. Instead, green and non-green products must be deemed equivalent in regard to these attributes in order for most consumers to even consider purchasing the green product.

Additionally, green consumers may harbor distrust and bias against large corporations and advertisers. A report by Green Gauge revealed that 55 percent of consumers surveyed believed that products that allege ecological attributes actually possess no green qualities. This segment of green consumers can be the greatest challenge for marketers. Therefore, research aiming to understand why so-called Millennials do not adopt green products is important since it reveals marketing communication tactics that may potentially switch non-purchasers to purchasers of green products.

The twenty-first century introduced the Millennial Generation; a new demographic segment comprised of individuals between the ages of 18 and 34. Millennials are said to be extremely diverse, educated, and technologically savvy. Some studies have discovered that this group of consumers is the most environmentally conscious. According to the *College Explorer*, 33 percent of college students surveyed favor socially and environmentally friendly brands. Studies have also shown that educated consumers are increasingly worried about the long-term effects of products on their health, community, and environment.

Marketing to the Millennial Generation creates a profitable opportunity, for many companies. In fact, this generation of consumers is estimated to be a $54.3 billion opportunity for marketers. Attracting Millennials is important because younger consumers may influence the purchases of their peers and families. Peer relationships create a social pressure to conform to group norms, such as brand preferences, and in Western society, social pressures are found to be a major influence on the green purchase behavior of adults.

In addition, this generation of consumers may be the most educated. According to the Pew Research Center, pressure from parents to attain a university-level education and the lack of jobs due to the current recession will influence Millennials to stay in school. The recession will influence young consumers to reduce their personal expenditures, and once the economy improves, Millennials will have accumulated large personal savings. Furthermore, education may increase Millennials' awareness of the benefits of going green.

慶應義塾大英語　第７講　解答

＜解答＞

1. ②　2. ③　3. ④　4. ④　5. ①

6. ②　7. ④　8. ④　9. ⑤

10. (1) ②　(2) ①　11. ③　12. (1) ③　(2) ①

13. ①　14. (1) ⑦　(2) ③　(3) ⑤

15. served, right　16. ②

Input Sheet

1	ありがとう (Thank you 以外)	That's kind of you.
2	どういたしまして× 3	You're welcome.
3		Don't mention it.
		It's my pleasure.
4	～によろしく× 3	Say hello to ～ .
		Remember me to ～ .
		Give 人 my (best) regards.
5	やめなさい，黙りなさい	Cut it out.
6	今日はこれまで× 2	Let's call it a day!
		So much for today.
7	Gotcha. は何の略	I've got you. I got you.
8	out of this world	素晴らしい
9	out of the question	不可能だ
10	それを聞いて安心した	That takes a load off my mind.
11	That was all taken care of.	全部うまくいったよ
12	The name doesn't ring a bell.	その名前を聞いたことがない

13	S slip out.	S を忘れてしまう
14	ご存じのとおり	As you know,
	その通り × 3	You're telling me.
		You can say that again.
		You said it.
15	当然の報いだ	It serves you right.
16	～の立場になって	in one's shoes

慶應義塾大英語　第８講　解答

<解答>

⑴ 全訳の下線部⑴を参照。

⑵ 全訳の下線部⑵を参照。

⑶ 全訳の下線部⑶を参照。

⑷ ３

⑸ ２

⑹ works of art

⑺ The more one studies literature, the more difficult it becomes to regard poems as mere expressions of feelings.

⑻　われわれは芸術と美を同一視するが，これは理想化された美しい人間を描いた古代ギリシア芸術の影響である。しかし，芸術は特定の一理想を表すものではなく，必ずしも美と一致しない。芸術とは，多様な理想を表したもので，すべての芸術を単純に公式化するのは困難だ。(124)

<全訳>

芸術についてのわれわれの誤解のほとんどが，芸術という語と，美という語の使い方に一貫性がないことが原因だ。われわれは，この２つの語を誤って使用しているという点でのみ一貫していると言えるかもしれない。われわれは，美しいものすべてが芸術である，あるいはあらゆる芸術は美しいもので，美しくないものは芸術ではなく，醜さは芸術を否定するものと常に思い込んでいる。このように芸術と美を同一視することが，芸術鑑賞を難しくする原因であり，一般に美的印象にきわめて敏感な人でさえ，この思い込みは，芸術が美ではないという特定の場合に無意識の検閲のようなはたらきをする。というのは，芸術は必ずしも美ではないからだ。それはどれだけ多く声高に叫んでも叫び足りない。その問題を歴史的に考察し（過去の時代において芸術とは何だったのかを考え）ようと，あるいは社会学的に考察し（世界レベルで現在明らかになっているものとして，芸術とは実際何であるかを考え）ようと，芸術が美しくないものであるということはこれまでもよくあったし，また今でもよくあるということがわかる。

⑴美は，一般にそして最も単純に，喜びを与えてくれるものと定義される。それゆえ人は，食べたりにおいをかいだり他の身体上の感覚も芸術とみなすことが

できるということを認めざるをえない。この学説はすぐに不合理なものになり果ててしまう可能性があるが，美学の全ての学派はその上に構築されており，最近までこの学派が支配的なものであった。現在ではその大部分はベネデット・クローチェが導き出した美学理論に取って代わられており，クローチェの理論はたくさんの批判にあったけれども，その一般的教義，つまり，それが単に「直観」として定義されるときに芸術が完璧に定義づけされるという主義は，それ以前のいかなる学説よりもはるかに啓発的であるとわかっている。難しいのは，「直観」とか「叙情性」のようなあいまいな用語に左右された学説を適用することであった。しかしただちに注目すべき点は，芸術についてのこの入念で包括的な理論は，「美」という言葉なしでもきちんと筋が通っているということである。

美という概念は実は，限られた歴史的重要性しかない。それは古代ギリシアで生じて，生命についてのある特定の哲学から生まれたものであった。この哲学は本質的に神人同形説であった。つまり，(2)この哲学はあらゆる人間の価値を讃美し，神々の中に拡大された人間の姿のみを見た。宗教だけでなく，芸術は自然を理想化したものであり，特に，自然の過程の最高点として人間を理想化したものだった。古典芸術の典型例は，ベルベデーレのアポロ像やミロのヴィーナスであり，これは人間の完璧な，あるいは理想的な形で，完璧に造形がなされ，完璧に均整がとられて，高貴で穏やかで，一言で言うと，美しいのだ。この種の美しさは，古代ローマ帝国に受け継がれ，そしてルネサンス期に復活した。われわれはまだルネサンスの伝統に生きており，われわれにとっては，美は必ず，われわれの日常生活の現状から離れた遠い土地の古代人が発達させた，ある種の人間らしさを理想化したものと結びついている。おそらく，理想として，これは他のどの理想にも劣らずすばらしいが，それは他のいくつかのありうる理想の１つにすぎないと認識すべきだ。これはビザンティン帝国の理想とは異なっている。それは人間的というよりも神聖で，知的で反生命的で抽象的であった。それは原始的な理想とは異なる。それはおそらく，理想というものではまったくなく，むしろ神の怒りをなだめるもので，神秘的で手に負えない世界に直面したときの不安を表したものだったのだろう。それは東洋の理想とも異なっている。それは抽象的で非人間的で形而上学的であるが，知的というより本能的なものとなる。しかしわれわれの思考習慣は，言葉という道具一式に大きく左右されるので，われわれはよくこの「美」という１つの単語を，芸術に表されているようなこれらすべての理想を述べるのに無理やり使おうとむなしい努力をする。もし自分自身に正直になれば，われわれは言葉を歪曲していることに遅かれ早かれ罪の意識を感じるは

ずだ。ギリシアの美の女神像，ビザンティン帝国の聖母マリア，そしてニューギニアやアイボリーコーストの未開人の偶像は，そのすべてが美についてのこの古典的概念に属するわけではない。(3)少なくともこの最後のものは，もし言葉が何らかの正確な意味をもつべきならば，美しくない。すなわち，醜いと認めなければならない。だがしかし，美しかろうと醜かろうと，これらすべての物が芸術作品であると述べるのは理にかなっている。

芸術は，何か１つ特定の理想を人工の形式で表したものではないことを，われわれは認めなければならない。それは，芸術家が人工の形式で実現できるどんな理想をも表現したものなのだ。そして，私は，あらゆる芸術作品に，何らかの形態上の原則や一貫した構成があると考えているけれども，私はこの要素をいかなる明白な意味でも強調したくない。その理由は，その直接的そして直覚的な魅力のおかげで存続している芸術作品の構造を研究すればするほど，その作品を単純で説明できる公式におとしこむことは，いっそう困難になるからである。

第８講　重要語彙リスト

1	misconception	誤解	18	derive from	～から由来する
2	arise from	～から生じる	19	meet with	遭遇する
3	consistency	一貫性	20	a flood of	大量の
4	assume	思い込む	21	tenet	主義
5	ugliness	醜さ	22	intuition	直観
6	negation	否定	23	illuminating	啓発する
7	identification	同一視	24	apply	適用する
8	appreciation	鑑賞	25	term	用語
9	aesthetic	美的な	26	elaborate	入念な
10	censor	検閲	27	inclusive	包括的な
11	not necessarily	必ずしも～ではない	28	offspring	子孫
12	blatantly	明らかに	29	anthropomorphic	擬人論の
13	manifestations	明示	30	exalt	賛美する
14	absurdity	愚かさ	31	idealization	理想化
15	found	設立する	32	culminate	最高潮に達する
16	predominant	卓越した	33	serene	穏やかな
17	supersede	取って代わる	34	inherit	相続する

35	revive	復活する	44	outfit	一式
36	inevitably	必ず	45	in vain	無駄に
37	be associated with	～と結びつく	46	distortion	歪曲
38	divine	神聖な	47	savage	未開人の
39	primitive	原始の	48	idol	偶像
40	propitiation	なだめるもの	49	confess	白状する
41	in the face of	～にもかかわらず	50	legitimately	正当に
42	implacable	手に負えない	51	coherent	首尾一貫した
43	instinctive	本能的な	52	in virtue of	～の理由で

第８講　音読用白文　①　②　③　④　⑤　⑥　⑦　⑧　⑨　⑩

Most of our misconceptions of art / arise from a lack of consistency in the use of the words art and beauty. It might be said / that we are only consistent in our misuse of them. We always assume / that all that is beautiful is art, / or that all art is beautiful, / that what is not beautiful is not art, / and that ugliness is the negation of art. This identification of art and beauty / is at the bottom of all our difficulties / in the appreciation of art, / and even in people / who are acutely sensitive to aesthetic impressions in general, / this assumption acts / like an unconscious censor in particular cases / where art is not beauty. For art is not necessarily beauty: that cannot be said too often or too blatantly. Whether we look at the problem historically (considering what art has been in past ages) or sociologically (considering what art actually is in its present day manifestations all over the world) / we find / that art often has been or often is a thing of no beauty.

Beauty is generally and most simply defined as that / which gives pleasure; and thus people are driven into admitting / that eating and smelling and other physical sensations can be regarded as arts. Though this theory can quickly be reduced to absurdity, a whole school of aesthetics is founded on it, and until lately / this school was even the predominant one. It has now been superseded in the main / by a theory of aesthetics / derived from Benedetto Croce, / and

though Croce's theory has met with a flood of criticism, / its general tenet, that art is perfectly defined / when simply defined as intuition, / has proved to be much more illuminating / than any previous theory. The difficulty has been to apply a theory / depending on such vague terms as 'intuition' and 'lyricism'. But the point to note immediately / is that this elaborate and inclusive theory of the arts / gets on very well without the word 'beauty'.

The concept of beauty is, indeed, / of limited historical significance. It arose in ancient Greece / and was the offspring of a particular philosophy of life. That philosophy was anthropomorphic in kind; it exalted all human values / and saw in the gods / nothing but man writ large. Art, as well as religion, / was an idealization of nature, / and especially of man as the culminating point of the process of nature. Typical examples of classical art/ are the Apollo Belvedere or the Aphrodite of Melos / — perfect or ideal types of humanity, perfectly formed, perfectly proportioned, noble and serene; in one word, beautiful. This type of beauty was inherited by Rome, / and revived at the Renaissance. We still live in the tradition of the Renaissance, / and for us / beauty is inevitably associated with the idealization of a type of humanity / evolved by an ancient people in a far land, / remote from the actual conditions of our daily life. Perhaps as an ideal / it is as good as any other; / but we ought to realize / that it is only one of several possible ideals. It differs from the Byzantine ideal, / which was divine rather than human, intellectual and anti-vital, abstract. It differs from the Primitive ideal, / which was perhaps no ideal at all, / but rather a propitiation, an expression of fear / in the face of a mysterious and implacable world. It differs also from the Oriental ideal, / which is abstract too, non-human, metaphysical, / yet instinctive rather than intellectual. But our habits of thought are so dependent on our outfit of words / that we try, often enough in vain, / to force this one word 'beauty' into the service of all these ideals / as expressed in art. If we are honest with ourselves, / we are bound to feel guilty sooner or later of verbal distortion. A Greek Aphrodite, / a Byzantine Madonna and a savage idol / from New Guinea or the Ivory Coast / cannot one and all belong to this classical concept of beauty. This last one at least, / if words are to have any precise meaning, / we must confess to be unbeautiful, or ugly. And yet, / whether beautiful or ugly, /

all these objects may be legitimately described as works of art.

Art, we must admit, / is not the expression in plastic form of any one particular ideal. It is the expression of any ideal / that the artist can realize in plastic form. And though I think / that every work of art has some principle of form or coherent structure, / I would not stress this element in any obvious sense, / because the more one studies the structure of works of art / which live in virtue of their direct and instinctive appeal, / the more difficult it becomes to reduce them to simple and explicable formulae.

慶應義塾大英語　第９講　解答

< 解答 >

[1]　3	[2]　2	[3]　2	[4]　1
[5]　3	[6]　1	[7]　3	[8]　2
[9]　1	[10]　2	[11]　1	[12]　2
[13]　2	[14]　2		

< 全訳 >

20 世紀の半ばから，労働市場においてある革命が起きている。女性が前代未聞の数で，労働力へと加わってきている。例えば，1950 年には，労働年齢の女性の約三分の一しか労働市場に加わっていなかった。今日は，およそ 61% が労働市場に加わっている。同様に女性が行う賃金労働の性質にものすごい変化が起きてきている。50 年前，女性にとって，看護師や教師を除いた職業は普通ではなかった。今日，女性は，毎年働き始める新人の弁護士や医者のほぼ半分を占めている。同じ 50 年の間に，賃金の変化も起きている。1950 年に，女性の平均的稼ぎは男性の３分の２しかなかった。今日は，女性は男性の給与の 80% の賃金を得ている。

最後の文を再び見てみよう。平均して，男性が１ドル稼ぐごとに，女性は 80 セント給料をもらえる。これは本当なのだろうか？　この事実をしっかり考えてみよう。雇用者の費用のほぼ 70% が労働によって占められている。１ドルあたり 80 セントで女性だけ雇う雇用者がいれば，男性しか雇わない雇用者と比べて，20% 雇用費を削減できる。このことにより，売り上げのうち，およそ 14% の利益を増やせるだろう。普通の会社が稼ぐ利益を三倍にできるのだ。もし女性が男性より 20% 少ない給料なら，どの雇用者が女性以外の誰かを雇う余裕があるというのだ。

この時点で，こう思うかもしれない。「確かに，こうした所得の性別による違いの理由を説明する助けとなる，性別以外の男女間の差がある。」そしてその意見は正しいであろう。所得は，経験，教育，配偶者の有無，年齢を反映するものだ。しかし，これらの変化するものすべてがコントロールされた時でさえ，全国規模でのデータ, 例えばアメリカ国勢調査局や労働統計局からのデータによると，男性と女性の賃金の説明されていない差がいまだに残っている。同じ尺度の個人

的特徴を備えた男性が，女性より少なくとも 10% 多く給与をもらえて，ある研究によると，その差は二倍となっている。

多くの評論家の広範な意見によると，男女間の説明されていない賃金差は，主に女性差別の結果であるということだ。理由は単純だ。ほとんどの事業主や重役たちは男性で，男性か女性かを雇用する選択肢があれば，「学閥」が，男性に味方して働く。この見解によると，女性は低い賃金を受け入れるよう同意した場合に限り，仕事につけることになる。

しかし, この事実をもっと考えてみよう。40 年以上の間ずっと違法だったのが，人種，性別に基づいた職場での差別だ。裁判所の解釈によると，現在の法は，もし，女性や少数派の低賃金の統計的徴候が職場にあるのなら，雇用者は差別に責任があると見なされ，そうでないと証明しなければならない。誰も，法をどこで施行しようと，連邦政府が完ぺきな仕事をしているとは思わないが，信じがたいことに，根強く残る 20% の賃金差は最も近くで見ている連邦政府の役人の警告でさえ逃れることができるのだ。

起きていることのヒントが現れ始めるのは，経済学者達が，会社の位置や仕事の種類，労働者の責任，その他の要因に関して，明確かつ詳細な実際の従業員情報を使って，個々の会社の給与支払いの記録を研究するときだ。これらの分析で明らかになるのは，俗にいう男女間の賃金差が，ずっと少なくて，大体 5% しかなく，まったくその差がないケースも多いということだ。会社レベルのデータと国レベルのデータの間のはっきりした相違でわかるのは，あからさまな性差別以外に，何かが作用しているかもしれないということだ。

第９講　重要語彙リスト

1	workforce	労働力	12	relative to	～に比例して
2	unprecedented	先例のない	13	yield	生み出す
3	overwhelming	圧倒的な	14	reflection	反映
4	comprise of	～を構成する	15	marital	夫婦の
5	minted	つくり出された	16	variable	変わるもの
6	attorney	弁護士	17	census	国勢調査
7	physician	医者	18	persist	存続する
8	transformation	変化	19	observer	評論家
9	wage	賃金	20	discrimination	差別
10	median	中央値	21	reasoning	推論

11	account for	～を占める	22	operate	機能する
23	in favor of	～を好んで	30	enforce	施行する
24	illegal	違法な	31	bureaucrat	官僚
25	court	裁判所	32	emerge	出現する
26	statistical	統計上の	33	payroll	給与支払い
27	presume	推定する	34	so-called	いわゆる
28	federal	連邦政府の	35	outright	あからさまな
29	agency	機関			

第９講　音読用白文　①　②　③　④　⑤　⑥　⑦　⑧　⑨　⑩

Since the middle of the twentieth century, / there has been a revolution in the job market. Women have entered the paid workforce in unprecedented numbers. In 1950, for example, / only about one-third of working-age women / were in the paid workforce; today, some 61 percent are. There has also been an overwhelming change / in the nature of paid work / done by women. Fifty years ago, / professional careers for women / outside of nursing or teaching were unusual. Today, / women comprise nearly half of the newly minted attorneys and physicians / starting work each year. Over the same fifty-year period, / there has been a transformation of wages, too. In 1950, median earnings of women / were only two-thirds those of men. Today, women earn 80 percent of what men are paid.

Reread that last sentence. On average, / for every dollar a man earns, a woman gets paid 80 cents. Can this possibly be true? Consider this fact: Nearly 70 percent of employers' costs / are accounted for by labor. An employer / who hired only women at 80 cents on the dollar / could cut labor costs by 20 percent / relative to an employer who hires only men. This would yield added profits / of about 14 percent of sales — which would triple the profit / earned by the typical firm. If women are paid 20 percent less than men, / how could any employer possibly afford to hire anyone but women?

At this point / you may be saying to yourself, / "Surely, there are differences between men and women / other than their sex / that can help account for this gender gap in earnings," And you would be correct. Earnings

are a reflection of experience, education, marital status, and age. But even when all of these variables have been controlled, / nationwide data, such as from the U.S. Census Bureau or the Bureau of Labor Statistics, / still show that unexplained differences / between the pay of men and women persist. Men / with the same measure individual characteristics / are paid at least 10 percent more than women, / and some studies find a difference twice that size.

The widespread opinion of many observers / is that the unexplained gap between the pay of men and women / is chiefly the result of discrimination against women. The reasoning is simple. Most business owners or senior managers are men, / and given a choice between hiring a man or a woman, the "old-boy network" operates in favor of the man. According to this view, women can get the job / only if they agree to accept lower wages. Consider this fact, however: For more than forty years, / it has been illegal to discriminate in the workforce / on the basis of race or gender. As interpreted by the courts, / the law now says / that if the statistical appearance of lower wages for women or minorities / is present in a workplace, / the employer is presumed to be guilty of discrimination / and must prove otherwise.

No one thinks / that federal agencies do a perfect job / at enforcing the law here or elsewhere, / but it is hard to believe / that a persistent 20 percent pay difference / could escape the notice of even the most nearsighted federal bureaucrat.

A hint of what might be going on / begins to emerge / when economists study the payroll records of individual firms, / using actual employee information / that is specific and detailed / regarding location of the firm, type of work, employee responsibilities, and other factors. These analyses reveal / that the so-called wage gap between men and women / is much smaller / — typically no more than 5 percent — and often / there is no gap at all. The sharp contrast / between firm-level data and nationwide data suggests / that something may be at work here / besides outright gender discrimination.

慶應義塾大英語　第 10 講　解答

<解答>

［1］　1	［2］　3	［3］　2	［4］　1	［5］　3
［6］　2	［7］　3	［8］　2	［9］　1	［10］　3
［11］　2	［12］　3	［13］　3	［14］　2	［15］　1
［16］　1				

<全訳>

　その何かとは，実は三つのことである。まずはじめに，女性の賃金は子どもがいるかいないかにきわめて影響を受けやすい。例えば，イギリスでは，この問題が熱心に研究されていて，女性の平均賃金は，最初の子を出産する少し前から急落し始め，そして子どもが 10 代になるまで下がり続ける。最初の子どもが二十歳くらいになると，所得は復活し始めるが，決して回復はしない。母親であることに関する所得の下落は，３分の１近くであり，家が空になってもその下落の３分の１しか取り戻せない。アメリカのデータが示すには，同じパターンが，大西洋のこちら側でも存在する。

　女性が苦しむ親時代の給与の下落は，さまざまな要因が原因だ。なかには，仕事の責任や時間を減らした，“お母さんコース”に乗せられる人もいるし，第一子が生まれたころに，より融通の利く労働時間帯だが，それに応じて，給与も安い仕事を選び，別の会社へと移動する者もいる。全般的に，24 歳で子供を産む平均的スキルを持った女性は，子どもを産まない女性に比べて，経歴上，ほぼ 100 万ドル少ない報酬を受け取る。同様の影響は男性には見られないことを強調することは価値がある。実際に，子どものいる男性は子どものいない男性より所得が多い証拠がある。こうした発見は，多くの人にはさほど驚きとはならないある事実を強く示す。女性が労働力に広く加わっているにもかかわらず，家庭での子育てに重要な責任を持ち続け，自分の経歴を結果として苦しめてしまう。

　男女間の賃金差を説明できる職場における第二の要因は，職業選択である。女性に比べて男性は，危険または不快な有給の職業に集められる傾向にある。漁業，建築，警察，消防士，トラックの運転手，鉱夫など，わずかしかあげられないが，平均よりずっと危険な職業で，男性が主に行っている。結果として，男性が，職務中の死の 92% を占める。危険な仕事は，職務中の死やけがの他と差のあるリ

スクを伴うことで，プラスの賃金を補償すると知られるものを提供する。均衡を取るのに，このプラスの賃金は，プラスの危険を相殺するだけなのである。たとえ仕事への教育的，そして他の必要条件の割に，調査した所得は高く見えたとしても，見た目にだまされているのである。リスクを調節すると，その賃金の価値は実際には，そんなに危険でない仕事と変わらない。しかし，高給だという見せかけが，測定された性別間の差の原因にもなっている。

給与に影響する三つ目の鍵となる要因は，労働時間である。男性は有給の仕事で，女性の二倍，週に 50 時間を超えて，働く可能性が高い。全般的に，男性の週ごとの有給の平均労働時間は，女性より約 15% 長い。男性はまた，女性よりもアルバイトではなくて，正社員の可能性が高く，賃金の差は膨大になってしまう。例えば，平均して週に 44 時間対 34 時間働くことは，性別にかかわらず，二倍以上の賃金を生み出す。労働時間のこの実質的な性別間の差は，一部“お母さんコース”現象が原因だが，残る問題は，このことが雇用者側の差別を構成するのか，女性の選択による結果なのか，ということだ。

はっきりとはその疑問に答えられないが，職業選択におけるいくつかの違いは差別が原因と信じる理由がある。例えば，最も高給取りの肉体労働は，たいてい組合系の仕事であり，産業，職業別組合は女性組合員に対する反対の長い歴史がある。あるいは医療を考えてみよう。女性は，皮膚病学や放射線医学のような専門家がずっと多くなってきており，そこではより時間の融通が利くし，労働時間も制限されていて，アルバイト業務も可能なのだ。しかし多くの内科医が主張するには，高給の外科医の専門家で女性の著しい標本不足は，女性が好む職業的選択を反映しているというよりむしろ，いくぶんかは女性差別の結果である。もしこの主張が正しいなら，特定の専門分野での女性が，その分野での男性と同じ給与だとしても，高給の地位から女性を除くことで，女性の平均賃金は下がり，彼女たちの暮らしは貧しくなるであろう。

職場における性差別の程度は，すぐには，確実には解消されそうにない。所得の違いを測ると，経験や教育，他の要因を説明するものでさえ，平等に資格のある男女間の本当の給与の違いを明らかに大げさに述べている。しかし，ちょうど同じくらい確かなこととして，主として女性に課されたより過重な育児の要求を考慮すると，平等な給与を受け取った時でさえ，平等な労働に対してとはいえない。

第 10 講　重要語彙リスト

1	sensitive	敏感な	20	deceiving	だます
2	intensively	集中的に	21	contribute to	～に貢献する
3	revive	復活する	22	in excess of	～を超えて
4	regain	取り戻す	23	substantial	相当の
5	decline	減少	24	due to	～が原因の
6	stem from	～が原因だ	25	phenomenon	現象
7	responsibility	責任	26	constitute	構成する
8	flexible	融通の利く	27	definitively	はっきりと
9	correspondingly	一致して	28	union	組合
10	compensation	補償	29	opposition	反対
11	emphasize	強調する	30	dermatology	皮膚病学
12	come as no surprise	驚きではない	31	radiology	放射線医学
13	retain	保つ	32	feasible	実行可能な
14	primary	重要な	33	underrepresentation	代表されない
15	enforcement	執行	34	surgical	外科の
16	dominate	支配する	35	exclusion	排除
17	hazardous	危険な	36	overstate	言い過ぎる
18	equilibrium	平衡	37	qualify	資格のある
19	offset	相殺する	38	given ～	～を考慮すると

第 10 講　音読用白文　①　②　③　④　⑤　⑥　⑦　⑧　⑨　⑩

That something is actually three things. First, / women's pay is extremely sensitive / to whether or not they have children. In Britain, for example, / where this issue has been studied intensively, / the average pay earned by a woman / begins to fall shortly / before the birth of her first child / and continues to drop / until the child becomes a teenager. Although earnings begin to revive / once the first child passes the age of twenty or so, / they never fully recover. The earnings drop associated with motherhood / is close to one-third, / and only one-third of that drop is regained / after the nest is empty. American data suggest / that the same pattern is present on this side

of the Atlantic.

The parenthood pay declines suffered by women / stem from a variety of sources: Some are put on the "mommy track," / with reduced responsibilities and hours of work; / others move to different employers / around the time their first child is born, / taking jobs / that offer more flexible work schedules but offer correspondingly lower pay as well. Overall, / a woman with average skills / who has a child at age twenty-four / can expect to receive nearly $1 million less compensation / over her career, compared to one / who remains childless. It is worth emphasizing / that no similar effect is observed with men. In fact, / there is some evidence / that men with children are actually paid / more than men without children. These findings strongly suggest a fact / that will come as no surprise to most people: Despite the widespread entry of women into the labor force, / they retain the primary responsibility / for child care at home, and their careers suffer as a result.

The second factor at work / in explaining male-female wage differences / is occupational selection. Compared to women, / men tend to be concentrated in paid employment / that is dangerous or unpleasant. Commercial fishing, construction, law enforcement, firefighting, truck driving, and mining, to name but a few, / are occupations / that are much more dangerous than average and are dominated by men. As a result, / men represent 92 percent of all occupational deaths. Hazardous jobs offer / what is known as a compensating differential, extra pay / for assuming the differential risk of death or injury on the job. In equilibrium, / these extra wages do no more than offset the extra hazards. So even though measured earnings look high / relative to the educational and other requirements of the jobs, / appearances are deceiving.

After adjusting for risk, / the value of that pay is really no greater / than for less hazardous employment — / but the appearance of higher pay / contributes to the measured gender gap.

The third key factor influencing pay / is hours of work. Men are more than twice as likely / as women to work / in excess of fifty hours a week / in paid employment. Overall, / the average paid workweek for men / is about 15 percent longer / than it is for women. Men are also more likely than women to be in full-time, / rather than part-time, paid employment, / and the wage

differences here can be huge. Working an average of forty-four hours per week / versus thirty-four hours per week, for example, / yields more than twice the pay, / regardless of gender. This substantial gender gap in hours of paid work / is due in part to the "mommy track" phenomenon, / but the question that remains is, / does this constitute discrimination / on the part of employers, or is it the result of choices by women?

Although we cannot answer that question definitively, / there is reason to believe / that some differences in occupational choice / are due to discrimination. For example, / the highest-paying blue-collar jobs / are typically union jobs, / and industrial and crafts unions have had a long history / of opposition to women as members. Or consider medicine. Women are becoming much more numerous in specialties / such as dermatology and radiology, where schedules tend to be more flexible, / hours of work can be limited,/ and part-time practice is feasible. But many physicians would argue/ that the noticeable underrepresentation of women / in the high-paying surgical specialties / is partly the result of discrimination against women, / rather than reflecting the occupational choices / preferred by women. If this argument is correct, / then even if women in a given specialty / are paid the same as men in that specialty, / the exclusion of women from high-paying slots / will lower their average wages / and make them worse off.

The extent of gender discrimination in the workplace / is unlikely to be definitively settled / anytime soon. Measured earnings differences, even those / that account for experience, education, and other factors, / clearly overstate the true pay gap / between equally qualified men and women. Just as surely, however, / given the heavier parenting demands / typically made on women, even when they receive equal pay, / it is not for equal work.

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